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PREFACE.

This report deals with the period from April 1, 1929, to March 31, 1930. It is based on the reports of Directors of Public Instruction in the different provinces and gives a brief account of the chief educational developments which have taken place in British India during the period under review. For fuller details, reference should be made to the provincial reports on education.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

SIMLA :
April, 1932.

EDUCATION IN INDIA

IN

1929-30

I.—GENERAL SUMMARY.

General.—The Auxiliary Committee to the Indian Statutory Commission, to the appointment of which reference was made in last year's report, submitted their "Review of the Growth of Education in British India" during the year. Though restricted by their terms of reference to a review of "education and its organisation in British India in relation to political and constitutional conditions and potentialities", the Committee have given a **valuable survey of existing educational institutions and their progress**. Valuable suggestions have been made for the improvement of education in all its aspects, special emphasis being laid on the importance of female education and of a strong inspectorate. It was also urged that "the Government of India should serve as a centre of educational information for the whole of India and as a means of co-ordinating the educational experience of the different provinces" and that they should not be entirely relieved "of all responsibility for the attainment of universal primary education".

Statistics.—From an examination of the statistics it can be seen that some advance has been made in the year under report but the rate of expansion was slower than in the previous year. The number of recognised institutions increased by 3,038 and the number of scholars by 350,605, the corresponding increases in the previous year being 3,984 and 387,841 respectively. The number of scholars reading in all institutions, recognised and unrecognised, increased by 349,287 as against an increase of 390,617 in 1928-29. The subjoined table shows the different types of institutions with the number of scholars attending them.

Types of Institutions.	Number of Institutions.		Number of Scholars.	
	1929.	1930.	1929.	1930.
<i>Recognised Institutions.</i>				
Universities	16	16	8,078	9,027
Arts Colleges	242	241	68,527	70,487
Professional Colleges	71	72	17,652	17,852
High Schools	2,834	2,944	873,168	922,880
Middle Schools	9,753	10,208	1,238,808	1,323,328
Primary Schools	201,688	204,094	9,013,591	9,224,084
Special Schools	9,190	9,257	327,673	331,144
Total of Recognised Institutions .	223,794	226,832	11,547,997	11,898,602
Unrecognised Institutions .	34,222	34,114	618,342	616,524
Grand total of all Institutions .	258,016	260,946	12,165,839	12,515,126

Institutions.—The total number of institutions increased in all provinces except in the United Provinces, Bihar and Orissa, Burma and the North West Frontier Province, the largest increase being 1,480 in Bengal. The decrease in the United Provinces, Burma and the North-West Frontier Province was due largely to the fall in the number of unrecognised institutions. Bihar and Orissa recorded the largest decrease, 1,007. This was mainly due to the large fall in the number of primary schools both for boys and girls. The Director of Public Instruction, Bihar and Orissa, however, thinks that “this is not entirely to be deplored” for there is “ground for thinking that it is the least satisfactory schools which have disappeared”.

Pupils.—In spite of the decrease in the number of institutions, there is an increase in the number of scholars in all provinces except Bihar and Orissa; this is especially noticeable in the Punjab with an increase of 92,607 and in Madras with 87,031. In Bihar and Orissa the decrease was 29,496.

The following table indicating the state of education among the principal communities of India should be of considerable interest:—

Community.	Number of Scholars.	Percentage to population of the community.
Europeans and Anglo-Indians	49,440	19.0
Indian Christians	396,658	14.2
Hindus	7,828,887	4.8
Muhammadans	3,233,498	5.4
Buddhists	641,885	5.6
Parsis	19,891	22.2
Sikhs	184,757	7.7
Others	161,081	2.5
	12,516,097	5.0

Expenditure.—The total expenditure on education increased by Rs. 35,42,677 as against an increase of Rs. 1,24,54,928 in the previous year. To this increase Bengal, among the provinces, made the largest contribution, Rs. 10,01,884; the Punjab, Bombay, Bihar and Orissa, Assam, United Provinces and Central Provinces contributing Rs. 689,559, 6,90,535, 5,82,213, 472,682, 214,903, 89,259 and 60,302 respectively. Among the minor Administrations, Delhi was responsible for the largest amount—Rs. 2,62,773. The total increase during the year would, however, have been much higher if in Madras, the North West Frontier Province and Ajmer-Merwara expenditure had not decreased by Rs. 4,25,368,97,067 and 30,965 respectively. Of the total expenditure Government funds contributed 48.3 per cent., district board and municipal funds 15.5 per cent., fees 22.0 per cent. and all other sources 14.2 per cent., the corresponding percentages for the year 1928-29 being 48.7, 14.6,

11·3 and 15·4. In the North-West Frontier Province expenditure from government funds represents as much as 70 per cent. of the total expenditure, whereas in Bengal it is only 34·9. In Bengal local funds provide only 6·6 per cent. of the total expenditure, but in Bihar and Orissa 28·5 per cent. In the North-West Frontier Province and the Central Provinces only 9·3 and 14·2 per cent. of the total expenditure is met from fees whereas in Bengal it is 42·4. The average annual cost per scholar decreased slightly from Rs. 23-7-1 to Rs. 23-0-10. Of this amount Government provided Rs. 11-2-3, local funds Rs. 3-9-1, fees Rs. 5-1-4 and other sources Rs. 3-4-2. The provincial figures ranged from Rs. 15-12-2 in Assam to Rs. 90-8-0 in Central India.

(i) Number of Institutions, 1930.

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1930.	1929.	Increase (+) or Decrease (-).	1930.	1929.	Increase (+) or Decrease (-).	1930.	1929.	Increase (+) or Decrease (-).
Madras	56,959	56,016	+943	1,818	2,078	-260	58,777	58,094	+683
Bombay*	15,946	15,714	+232	1,233	1,380	-147	17,179	17,094	+85
Bengal	65,451	63,909	+1,542	1,521	1,583	-62	66,972	65,492	+1,480
United Provinces	23,880	23,774	+106	2,305	2,524	-219	26,185	26,298	-113
Punjab	13,307	12,818	+489	6,162	5,282	+880	19,469	18,100	+1,369
Burma†	7,418	7,282	+136	18,072	18,290	-218	25,490	25,572	-82
Bihar and Orissa	30,090	31,048	-958	1,646	1,695	-49	31,736	32,743	-1,007
Central Provinces and Berar	5,347	5,240	+107	249	241	+8	5,596	5,481	+115
Assam	6,429	6,068	+361	577	582	-5	7,006	6,650	+356
North-West Frontier Province	940	913	+27	147	238	-91	1,087	1,151	-64
Coorg	111	111	..	18	20	-2	129	131	-2
Delhi	331	323	+8	57	28	+29	388	351	+37
Ajmer-Merwara	265	241	+24	60	64	-4	325	305	+20
Baluchistan	107	100	+7	210	180	+30	317	280	+37
Bangalore	114	108	+6	17	17	..	131	125	+6
Minor Administered Areas‡	137	131	+6	22	20	+2	159	151	+8
TOTAL BRITISH INDIA	223,882	223,796	+86	34,114	34,222	-108	260,946	258,018	+2,928

* The figures for Aden are included under Bombay.
† Places for both *Burma Proper* and the *Federated States* are given under Burma.
‡ Administered Areas in the Bombay, Assam, Central India, Rajputani, Western India, Baroda and Hyderabad States.

(ii) Number of Scholars, 1930.

Province.	No. of Scholars in Recognised Institutions.			No. of Scholars in Unrecognised Institutions.			Total No. of Scholars in All Institutions.			Percentage of Total Scholars to Total Population.	
	1930.	1929.	Increase (+) or Decrease (—).	1930	1929	Increase (+) or Decrease (—).	1930.	1929.	Increase (+) or Decrease (—).	1930.	1929.
Madras	2,824,946	2,729,237	+95,709	54,841	63,519	—8,678	2,879,787	2,792,756	+87,031	6.8	6.6
Bombay	1,231,271	1,196,823	+34,451	33,777	37,009	—3,232	1,265,051	1,233,832	+31,219	6.5	6.4
Bengal	2,633,082	2,507,357	+65,725	54,754	57,865	—3,111	2,687,836	2,625,222	+62,614	5.7	5.6
United Provinces .	1,459,775	1,426,672	+33,103	61,973	64,811	—2,838	1,521,748	1,491,483	+30,265	3.3	3.3
Punjab	1,189,232	1,115,083	+74,149	124,144	105,086	+18,458	1,313,376	1,220,769	+92,607	6.3	5.9
Burma	528,925	503,564	+25,361	197,256	201,614	—4,358	726,181	705,178	+21,003	5.5	5.3
Bihar and Orissa .	1,059,072	1,089,628	—30,556	42,217	4,157	+1,060	1,101,289	1,130,755	—29,466	3.2	3.3
Central Provinces and Berar	440,565	422,470	+18,095	10,617	9,366	+1,251	451,182	431,836	+19,346	3.2	3.1
Assam	339,984	316,530	+23,454	23,276	22,558	+718	363,260	339,088	+24,172	4.7	4.4
North-West Frontier Province.	80,691	77,285	+3,306	3,432	4,857	—1,425	84,123	82,152	+1,971	3.7	3.6
Coorg	10,000	9,766	+234	469	405	+64	10,469	10,171	+298	6.4	6.2
Delhi	40,474	37,241	+3,233	2,044	1,870	+174	42,518	39,111	+3,407	8.7	8.0
Ajmer-Merwara .	17,527	15,658	+1,869	2,532	2,793	—261	20,059	18,451	+1,608	4.0	3.7
Baluchistan . .	6,826	6,391	+435	3,039	2,808	+231	9,915	9,199	+716	2.4	2.2
Bangalore . . .	15,370	14,278	+1,094	728	669	+59	16,098	14,945	+1,153	13.5	12.6
Minor Administered Areas	20,859	19,771	+1,088	1,375	1,355	+20	22,234	21,126	+1,108	9.5	9.0
TOTAL BRITISH INDIA	11,898,602	11,547,762	+350,840	616,554	618,342	—1,818	12,515,156	12,166,104	+349,052	5.1	4.9

N.B.—Vide foot-notes to table (i).

(iii) *Distribution of Scholars in Recognised Institutions, 1930.*

Province.	NO. OF SCHOLARS IN INSTITUTIONS FOR MALES.							NO. OF SCHOLARS IN INSTITUTIONS FOR FEMALES.							
	In Uni- versi- ties.	In Arts Colleges.	In Pro- fessional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total	In Arts Colleges.	In Pro- fessional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.
Madras	619	12,514	1,994	152,374	27,107	2,258,369	26,183	2,479,160	404	54	14,396	6,347	319,520	5,005	345,786
Bombay	63	7,952	2,814	77,470	25,609	927,873	18,122	1,059,903	.	..	13,534	3,056	152,650	2,131	171,371
Bengal	2,309	20,496	5,404	271,124	175,174	1,591,167	133,444	2,199,118	375	52	14,355	8,131	409,088	1,913	433,964
United Provinces	4,360	6,702	3,603	72,425	93,503	1,155,192	25,969	1,361,754	155	9	5,770	27,366	63,652	1,069	98,021
Punjab	16	11,806	1,971	124,928	497,146	374,733	62,312	1,072,912	161	34	9,542	22,426	81,907	2,250	116,320
Burma	1,555	99	38	50,473	141,287	258,129	18,333	469,914	.	.	7,976	13,598	36,523	914	59,011
Bihar and Orissa	..	3,756	1,008	47,010	79,592	840,840	18,015	990,221	7	..	1,447	4,868	61,705	824	69,851
Central Provinces and Berar.	..	1,669	464	7,276	97,434	295,126	4,101	406,070	..	7	251	6,745	26,806	686	34,495
Assam	..	1,222	76	18,725	40,639	245,448	6,675	312,785	..	..	1,595	5,080	20,433	141	27,199
North-West Frontier Province.	..	545	40	11,220	25,179	34,194	118	71,296	.	..	132	3,407	5,823	33	9,395
Coorg	..	..	..	757	..	8,223	12	8,992	.	..	257	..	751	..	1,008
Delhi	105	1,386	..	4,953	7,476	16,970	1,756	32,646	58	84	679	2,192	4,764	51	7,828
Ajmer-Merwara	..	186	..	3,049	1,355	9,707	291	14,598	..	..	277	259	2,879	24	2,639
Baluchistan	..	..	..	1,898	1,558	2,117	12	5,585	..	..	992	..	249	..	1,241
Bangalore	..	263	..	2,230	1,956	5,062	102	9,613	359	..	1,087	1,164	2,090	57	5,757
Minor Administered Areas.	..	372	..	4,371	1,967	7,022	472	14,804	..	..	1,299	715	3,972	69	6,085
TOTAL BRITISH INDIA	9,027	68,968	17,412	850,293	1,216,982	8,030,772	315,917	10,509,361	1,519	240	72,597	106,346	1,193,312	15,227	1,389,241

N.B.—*Write foot-notes to table (3).*

(iv) Expenditure on Education, 1930.

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE.					AVERAGE ANNUAL COST PER SCHOLAR.				
	1930.	1929	Increase (+) Decrease (-)	From Govern- ment Funds.	From Board Funds.	From Fees.	From Other Sources.	To Govern- ment Funds.	To Board Funds.	To Fees.	To Other Sources.	Total Cost.	
	Rs.	Rs.	Rs.	Per cent	Per cent	Per cent.	Per cent.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Madras	5,28,07,965	5,42,33,333	-4,25,368	49.5	16.0	16.78	17.69	9 9 0	3 2 1	3 4 4	3 7 2	19 7 4	
Bombay	4,04,20,940	3,97,30,411	+6,90,529	51.95	17.12	18.56	12.37	17 0 10	5 9 11	6 1 6	4 1 0	32 13 3	
Bengal	4,43,99,993	4,33,98,109	+10,01,884	34.9	6.6	42.4	16.1	5 14 5	1 1 7	7 1 7	2 11 2	16 12 9	
United Provinces	8,70,82,420	8,75,93,161	-99,259	57.3	13.0	16.17	13.48	14 12 8	3 5 11	4 2 9	3 7 8	25 13 0	
Punjab	3,14,73,203	3,07,83,644	+6,89,559	56.7	12.9	20.43	10.02	15 0 1	3 6 5	5 6 6	2 10 5	26 7 5	
Burma	2,22,14,047	2,16,20,743	+5,93,304	45.5	22.4	19.65	12.41	19 2 0	9 6 7	8 4 0	5 3 4	41 15 11	
Bihar and Orissa	1,85,16,071	1,80,43,389	+4,72,682	34.9	28.5	21.69	14.86	6 1 8	4 15 9	3 12 8	2 9 7	17 7 8	
Central Provinces and Berar	1,15,21,391	1,14,61,089	+60,302	49.9	27.2	14.2	8.7	13 0 11	7 1 7	3 11 5	2 4 6	26 2 5	
Assam	53,58,028	51,43,957	+2,14,071	58.3	11.9	16.4	13.4	9 2 11	1 14 2	2 9 1	2 2 0	15 12 2	
North-West Frontier Province.	25,19,921	26,16,988	-97,067	70.0	11.1	9.3	9.6	23 8 3	3 11 7	3 1 11	3 3 7	33 9 4	
Coorg	2,38,764	2,39,710	-946	53.3	21.0	17.4	3.3	13 14 7	5 0 1	4 2 5	0 12 5	23 13 6	
Delhi	23,83,423	21,20,650	+2,62,773	49.5	11.3	19.8	14.4	29 3 7	6 10 9	11 10 1	11 8 2	59 0 7	
Ajmer-Merwara	8,59,157	8,90,122	-30,965	53.1	6.9	21.0	19.0	26 0 6	3 6 5	10 4 4	9 5 1	49 0 4	
Baluchistan	5,53,769	4,92,628	+61,141	59.5	12.2	15.9	12.4	48 4 8	9 14 7	12 13 5	10 1 3	81 1 11	
Bangalore	9,75,056	9,36,877	+38,179	40.8	3.6	32.9	22.7	31 9 8	2 11 10	25 7 2	17 8 5	77 5 1	
Minor Administered Areas	13,57,864	14,25,531	-67,666	20.0	14.2	28.3	37.5	13 0 1	9 4 4	18 6 5	24 6 8	60 1 6	
TOTAL BRITISH INDIA.	27,42,82,018	27,07,39,341	+35,42,677	48.3	15.5	22.0	14.2	11 2 3	3 9 1	5 1 4	3 4 2	28 0 10	

N.B.—Vide foot-notes to table (3).

Statistics of Universities in India, 1930.

University.	Type.†	Original Date of Foundation.	Faculties.‡	No. of Members of Teaching Staff.		No. of Students.		No. of Students who graduated in Arts and Science.	REMARKS.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges.		
1. Calcutta	Affiliating and Teaching.	1857	A., Sc., L., M., Eng.	201	1,311	1,442	27,558	1,984	Degrees in Commerce and Education are also awarded.
2. Bombay	Affiliating and Teaching.	1857	A., Sc., L., M.	4	527	63	12,607	1,140	Degrees in Commerce, Education, Agriculture and Engineering are also awarded.
3. Madras	Affiliating and Teaching.	1857	A., Sc., Ed., L., M., Eng., Ag., Com., O., F.A.	26	1,291	110	16,286	1,979	Degrees and Diplomas in Oriental Learning and Economics are also awarded.
4. Punjab	Affiliating and Teaching.	1882	O., A., Sc., M., L., Ag., Com.	72	852	255	14,307	1,202	Faculty of Arts includes Education.
5. Allahabad	Unitary	1887	A., Sc., L., Com.	108	..	1,626	..	277	....
6. Benares Hindu.	Unitary	1916	A., Sc., O., Th., L., M.	188	..	2,533	..	198	....
7. Mysore*	Teaching	1916	A., Sc., M., Eng. Tech.	271	..	3,127	..	387	Degrees in Commerce and Education are also awarded.
8. Patna	Affiliating	1917	A., Sc., L., Edn., M., Eng.	..	323	..	4,869	385	....

9. Omania*	Teaching	1918	A., Th., Sc., M., Eng., Ed., L., Tech.	117	35	734	218	70	....
10. Aligarh Mus- lim.	Unitary	1920	A., Sc., L., Ed., Th.	74	84	885	816	176	There are Departments of Studies in various subjects instead of Faculties.
11. Rangoon	Teaching	1920	A., Sc., M., Eng., F., Ed.	134	12	1,833	106	129	There are Boards of Studies in various subjects instead of Faculties.
12. Lucknow	Unitary	1920	A., Sc., M., L., Com.	113	10	1,638	54	146	Diplomas in Education and Oriental Languages are also awarded.
13. Dacca	Unitary	1921	A., Sc., L.	97	..	1,288	..	156	Degrees in Commerce and Edu- cation are also awarded. Figures for Teachers' Col- lege, Dacca, which is asso- ciated with the Dacca Uni- versity, are not given. Me- dical students, who take science courses at the Univer- sity, and Research students are also excluded.
14. Delhi	Teaching	1922	A., Sc., L.	11	88	105	1,605	202	....
15. Nagpur	Affiliating and Teaching	1923	A., Sc., L., Ed., Ag.	5	118	216	1,879	200	....
16. Andhra	Affiliating	1926	A., Sc., M., Ed., O.	..	309	..	3,537	405	....
17. Agra	Affiliating	1927	A., Sc., Com., L., Ag.	..	332	..	2,558	531	....
18. Annamalai	Unitary	1929	A., Sc., O.	56	..	613	..	..	No examination was held during the year.

* Situated in an Indian State outside British India.

† An "Affiliating" University is a University which recognises external colleges offering instruction in its courses of studies; a "Teaching" University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a "Unitary" University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

‡ Faculties:—A.=Arts; Ag.=Agriculture; Com.=Commerce, Ed.=Education (Teaching); Eng.=Engineering; F.=Forestry; F.A.=Fine Arts; L.=Law; M.=Medicine; O.=Oriental Learning. Sc.=Science; Tech.=Technology; Th.=Theology.

§ The term "Affiliated Colleges" here includes all colleges affiliated to, associated with or recognised by a University of any type.

II.—UNIVERSITY AND INTERMEDIATE EDUCATION.

(a) *University Education.*

General.—There are 16 universities in British India and two in Indian States. The total number of students in the teaching departments of the universities in British India was 9,027 as against 8,078 last year; the total expenditure on these universities decreased from Rs. 1,43,29,539 to Rs. 1,19,52,653. The table given on pages 8—9 gives some particulars about these universities. The chief developments, which took place during the year under review, are indicated briefly in the following paragraphs.

Agra University.—The most important event of the year was the creation of a Faculty and Board of Studies in Agriculture. The Agra, St. John's and Meerut Colleges were allowed to teach Military Science, which is treated as an extra optional subject for the B.A., and B.Sc. examinations. Five colleges were inspected by the panel of inspectors appointed by the University. There is a healthy competition among the affiliated colleges, most of which made appreciable progress in improving their staff and equipment. The University received a donation of Rs. 50,000 from the Rev. Canon A. W. Davies, M.A., D. Litt. The work connected with the framing of statutes and regulations of the University was continued during the year.

Aligarh Muslim University.—The number of students decreased from 1,170 to 922, mainly because admissions were made by the Admission Committee this year and the number was restricted. The proportion of day scholars was reduced to 32 per cent. The tutorial system is being reorganised and developed. A new building for the training college was commenced and the chemistry laboratory considerably extended. His Exalted Highness the Nizam of Hyderabad gave a generous donation of Rs. 10 lakhs and increased the recurring grant from Rs. 3,600 to Rs. 60,000 per annum. The Government of India increased their recurring grant to Rs. 3 lakhs a year and also promised a non-recurring grant of Rs. 15 lakhs to be spread over a number of years. The University, however, needs more funds for extension and development. The University suffered a great loss in the death of its Pro-Vice-Chancellor, Mr. E. A. Horne, M.A., I.F.S., whose services had been lent by the Government of Bihar and Orissa.

Allahabad University.—The number of students rose to 1,659. As financial conditions do not permit of any increase of staff, it has been decided to limit the enrolment to 1,700 students. Proposals for the establishment of degrees in agriculture and the recognition of the Naini Agricultural Institute as a college of the University were under consideration during the year. Two new wings were added to the Muir Hostel to provide accommodation for 40 additional students. Steps have been taken to acquire a site for a girls' college.

Andhra University.—Under the Andhra University Amendment Act of 1930, a Statutory Finance Committee was created and

the Finance Secretary to the Government of Madras was included in the Syndicate as a member. Provision was made in the Act for the payment of a non-recurring endowment grant of Rs. 27 lakhs, an annual grant of not less than Rs. $1\frac{1}{2}$ lakhs for the general expenditure of the University and a non-recurring grant of not less than Rs. $7\frac{1}{2}$ lakhs for buildings and equipment. The University decided to omit from the B.A. course all science subjects except Mathematics and to include them in the B.Sc. course from 1930-31. The move of the University to Vizagapatam was delayed owing to the difficulty in securing satisfactory buildings.

Annamalai University.—The University commenced work in July 1929. The senate was inaugurated by His Excellency the Chancellor in March 1930. The courses of study and syllabuses for the several examinations of this University are for the present largely based on those of Madras University.

Benares Hindu University.—The University had 2,600 students, of whom 1,499 were accommodated in the eight University hostels. The Women's College had 40 students. The Engineering College continued to be popular and had 480 students on its rolls. The Government of India sanctioned the enhancement of the recurring grant to Rs. 3 lakhs per annum and the payment of a non-recurring grant of Rs. 15 lakhs spread over three years to wipe out debt. The dissection hall for the College of Ayurveda was completed. Several valuable donations to promote the education of women and to provide facilities for research have been made. The University has instituted a certificate examination in French and German and has introduced agricultural botany as an independent subject for the M.A. Examination. The degree of B. T. (Bachelor of Teaching) has now been substituted for that of L. T.

Bombay University.—The Bombay University Act of 1928, came into operation in January 1929. The Senate was formally constituted in August 1929, while the Academic Council and the Syndicate were constituted in December 1929 and January 1930, respectively. Under this Act, the Government have undertaken to make an annual grant of Rs. 1,17,000 to the University. The actual working of the Act brought to light certain defects which necessitated the passing of three amending Acts. The School Leaving Examination Board ceased to function in August 1929 and the control of the Matriculation examination was taken over by the University.

Calcutta University.—A Committee was appointed by the Senate to consider the draft Bill of Dr. W. A. Jenkins for the reconstitution and reorganisation of the University but it had not submitted its final report by the close of the year. The report of the University Organisation Committee was submitted to Government shortly after the close of the year, after some amendments had been made in it by the Senate. The University constituted an Arbitration Board having jurisdiction over non-Government high schools for dealing with differences arising between teachers and

managers. The number of students in the Arts and Science classes of the Post-graduate Departments was 1,177 (including 26 women) and 306 (including 2 women), respectively. These were also 121 students in the Commerce classes of the University.

Dacca University.—The foundation stone of the Salimullah Muslim Hall was laid by His Excellency the Governor of Bengal during the year. The University had 826 students (including 17 women and 21 research scholars) in the Arts and Science classes and 32 students in the Commerce classes. The Social Service League of the Halls of Residence has established a labour bank and carried on various kinds of social welfare work.

Delhi University.—The report of the Delhi University Enquiry Committee, which outlined a scheme for the future development of the University, is still under the consideration of Government. The Anglo-Arabic Intermediate College was permitted to teach certain specified subjects up to the B.A. standard. The University also accepted the proposal to allow the Commercial Intermediate College to open degree classes and teach certain commercial subjects for which there is no provision in the University degree courses. This proposal has, however, not yet received the assent of the Governor-General in Council. The Government of India agreed to give the authorities of the Indraprastha Girls' Intermediate College the first refusal of Alipur House in the Civil Lines, as soon as it was vacated, and granted them a sum of Rs. 60,000 as a help towards the cost which would amount to Rs. 1,25,000. The University has instituted B.A. Honours courses in the subjects under the control of the Faculty of Arts, a feature of which is the introduction of a qualifying test in the vernacular as well as in English.

Lucknow University.—The total enrolment slightly increased to 1,662 but there was a fall in the number of students reading for law, commerce and medicine. The new chemistry block was completed and equipped at a cost of Rs. 3½ lakhs. A separate pharmacology laboratory has been built and equipped, a block for zoology is nearing completion and a new hostel to accommodate 100 students is under construction. Special attention is paid to research and the quality of the work done is continually improving.

Madras University.—The Madras University Amendment Act, 1929, came into force in October 1929. The principal changes introduced by the Act were the abolition of the Council of Affiliated Colleges and of the Library Committee and the extension of the powers of the Syndicate. On the new Academic Council, headmasters of secondary schools are now represented. There is also provision in the amended Act for a Publication Bureau, an Employment Bureau, University Extension Boards and University Athletic Clubs. The courses for Honours degrees are under revision. Geography, mechanical and electrical engineering and Indian music have been included among optional subjects for the B.A.

degree examination. A school of geography will, in due course, be instituted to offer instruction for the new diploma in the subject. The recommendation of the Madras University Inspection Committee, that it was not desirable at present to establish any additional universities in the Presidency, was accepted by Government.

Nagpur University.—The University authorities have resolved to arrange courses of popular lectures for the benefit of the general public outside Nagpur. The University lost the services of Sir B. K. Bose, M.A., LL.D., K.C.I.E., who, after holding the office of Vice-Chancellor for more than six years, resigned in 1929 on account of ill-health. The budget showed a deficit of Rs. 11,500 which was met from the closing balance of the previous year.

Patna University.—The Senate resolved that a recommendation be made to Government that provision for the award of a Diploma in Music be incorporated in the regulations. Other note-worthy recommendations were that intermediate classes in Arts should be attached to the Girls' High School, Bankipore, and that the regulations be so changed as to restrict the eligibility of candidates to appear at the supplementary examinations.

Punjab University.—The Academic Council has broadened its constitution by including representatives from mofussil degree and intermediate colleges and tends to assume more and more final control over academic matters. A course in German has been started. University extension lectures have proved very popular and it is hoped to extend the programme of such lectures. The question of raising the standard of the Matriculation examination has engaged attention but no final decision has yet been arrived at. There is a noticeable demand in many places that existing intermediate colleges should abolish their Matriculation classes and add instead two degree classes. The Syndicate of the University has decided that, subject to certain safeguards, the establishment of new degree colleges in the mofassil is both wise and necessary and should be permitted.

Rangoon University.—The total attendance was 1,692, of whom 1,277 were at the University College, 278 at Judson College, 99 at the Intermediate College, Mandalay, and 38 in the Agricultural College, Mandalay. The statistics collected by the Principal, University College, in regard to the intermediate examination show that a certain number of students can do the intermediate course in one year; that a considerable number cannot do it in less than three years; and that those who fail at the second attempt must be considered incapable of profiting by University studies. The experiment of employing a large number of post-graduate students of the college as Hall Tutors was not very successful.

Inter-University Board, India.—The second conference of Indian Universities was held at Delhi on the 30th and 31st October and 1st November, 1929. The conference was opened by His Excellency the Viceroy and was attended by representatives of all the Universities except the Rangoon University. An important

adjunct to the conference was the exhibition by the Translation Bureau of the Osmania University of its numerous Urdu publications. This was of special interest in view of the experiment, now being conducted by the University, of imparting education through the medium of the vernacular. The Board continued to be in touch with the Universities' Bureau of the British Empire and the League of Nations (Intellectual Co-operation). The Bulletins of the Board were published regularly; the Handbook of Indian Universities for 1929-30 was prepared with the addition of an introductory historical account of the development of Universities in India; and a special report on the work of the Board during 1924-1929 was compiled and presented to the Universities' Conference. During the year, four representatives of Indian Universities were elected by the Board to the Imperial Council of Agricultural Research. In order to arrive at a satisfactory solution of the complaints made by some of the newer Universities of their diplomas and degrees not being recognised by the senior Universities, the Board collected valuable data on the mutual recognition of the diplomas and degrees granted by Indian Universities during the last five years.

Indian students abroad.—Indian students are flocking in large numbers to educational institutions not only in Great Britain and Ireland but also in the United States of America and on the continent of Europe. The great majority of them, however, are found in Great Britain as the following figures will indicate:—

In Great Britain and Ireland	1,819
In United States of America	205
In France	25
In Germany	46
In Italy	12
In Sweden	2
In Switzerland	4
In Austria	10
Total	2,123

The Education Department of the office of the High Commissioner for India renders great assistance to students who proceed to Great Britain for further study or practical training and the work of the Department, which covers all kinds of activities in this respect, has greatly increased of late. The staff has therefore been strengthened to cope with the increased work and there is now a qualified lady educationalist on the staff of the Department to advise the increasing number of young Indian women going to Great Britain and Europe for advanced courses of instruction. The number of students interviewed by the Department has doubled during the last five years, while the number of cases in which offers of admission to educational institutions were secured for new arrivals was 556. The Department was directly in charge of 417 students. Practical training for as many as 194 young Indians was obtained. The Government of India have accepted the recommendation of the High Commissioner that a decision in regard to

the future of the Indian Government Hostel at Cromwell Road, should be deferred for the time being.

(b) *Intermediate Education.*

Intermediate education forms an integral part of University instruction in all Universities except the Dacca University in Bengal and the Allahabad, Lucknow, Agra and Aligarh Muslim Universities in the United Provinces. Intermediate colleges of the type recommended by the Calcutta University Commission, *i.e.*, those which are entirely dissociated from University control and consist mainly of the two intermediate and two high school or matriculation classes, are therefore confined principally to Dacca and the United Provinces. Such colleges have, however, been established in the Punjab also, but they are under the control of the Punjab University. In the case of Madras and Delhi Universities, it has not yet been practicable to exclude intermediate education from their jurisdiction, notwithstanding the provision made in the relevant Acts for exercising such exclusion.

The Board of Intermediate and Secondary Education, Dacca, which was constituted in 1921, controls intermediate education within the territorial limits of the Dacca University. There were four intermediate colleges under the Board, apart from the three Islamic intermediate colleges at Dacca, Chittagong and Serajganj. The total cost of the Board amounted to Rs. 53,348 of which Rs. 23,397 was met from Government funds.

In the United Provinces, the Board of High School and Intermediate Education, constituted under the Intermediate Education Act of 1921, operates within the jurisdiction of the Allahabad, Lucknow and Agra Universities; while the Intermediate Education Board of the Aligarh Muslim University controls intermediate education within the territorial limits of that University. In this province, intermediate colleges are of three types—(i) those with classes III to XII; (ii) those with classes IX to XII; and (iii) intermediate classes attached to the degree colleges associated with the Agra University. For obvious reasons, the product of these institutions is not uniform. Institutions of the first type are enlarged high schools and methods of instruction and the type of discipline in them are suited to high schools. The second type of institution is better adapted to the needs of students at the intermediate stage, but it has not proved entirely successful in achieving its object, as the intermediate classes in such colleges are filled up by students from various high schools, few of whom stay in the colleges for more than two years. The classes attached to the degree colleges have not adopted methods of instruction suitable for the intermediate stage. The total number of institutions of the three types was 20, 3 and 7, respectively. With regard to institutions of the first type, the Board of High School and Intermediate Education, United Provinces passed the following resolution in November 1928:—"An intermediate college comprising classes III to XII may be recognised provided its total enrolment does not exceed 500 and provided

further a headmaster is appointed in charge of junior section of the college, but in case the total enrolment exceeds 500, classes IX to XII or VII to XII should be formed into a separate institution." The resolution, however, cannot be enforced until funds to meet the additional expense involved become available. The position of the Intermediate College at Aligarh was considered by a special Committee of the Aligarh Muslim University, which came to the conclusion that the college should be abolished, the high school classes being transferred to the Muslim University school and the intermediate classes to the University. It was therefore resolved to take the necessary steps to amend the Aligarh Muslim University Act in order to give effect to this decision.

In the Punjab, intermediate colleges are reported to be popular. The demand for admission to the intermediate classes is generally greater than the accommodation available. But, as in the United Provinces, great difficulty is being experienced in filling the matriculation classes and "it can only be concluded that the general public resolutely refuses to send its sons to the matriculation classes of these colleges in preference to the local high schools". These colleges have so far failed to fulfil the hope that they would be true four-year institutions with scholars remaining in the same institution for a four-years' course.

(c) *Examinations.*

The four tables which follow give the statistics of certain examinations conducted by the Universities and boards of secondary and intermediate education, as well as of graduates and undergraduates in the different provinces.

(a) *Number of University Graduates and Undergraduates.*

Province.	Year.	NUMBER OF GRADUATES IN							NUMBER OF UNDERGRADUATES IN						Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1916-17	1,213	184	16	15	107	..	..	..	9,625	259	30	..	..	11,479
	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,931
	1927-28	2,020	313	54	13	261	..	19	..	15,919	629	240	728	..	20,196
	1928-29	1,938	312	75	13	231	..	19	..	17,614	614	466	830	1,764	23,885
	1929-30	1,995	377	51	30	332	..	24	..	14,695	605	466	717	122	19,404
Bombay	1916-17	873	158	78	47	32	26	30	..	4,702	644	189	..	305	6,884
	1921-22	775	303	132	35	29	31	46	..	4,478	1,349	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1927-28	927	398	176	70	42	57	41	..	6,690	573	305	..	406	9,685
	1928-29	1,004	380	159	98	58	64	62	..	6,796	642	302	..	424	9,989
	1929-30	1,081	554	112	78	97	50	67	..	7,603	673	310	..	473	11,093
Bengal	1916-17	2,233	488	125	6	50	..	..	..	17,866	984	78	..	..	21,830
	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,607	63	..	257	22,314
	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,917
	1927-28	2,536	591	198	38	132	55	..	..	21,200	(b)478	208	..	42	25,478
	1928-29	2,982	862	270	45	148	61	..	..	21,504	1,318	217	..	..	27,882
	1929-30	2,449	1,027	259	47	139	93	..	..	21,566	1,234	175	..	44	27,038
United Provinces	1916-17	675	649	51	..	85	..	11	..	14,587	137	..	..	37	6,132
	1921-22	995	416	44	..	108	..	5	..	4,809	314	94	199	475	7,458
	1926-27	1,664	769	37	81	125	97	..	..	3,685	221	223	316	184	7,402
	1927-28	1,803	769	32	62	149	90	18	6	3,838	367	205	308	823	7,965
	1928-29	2,089	809	42	75	158	124	..	..	4,125	390	368	339	304	8,823
	1929-30	1,941	720	57	77	155	148	..	..	4,398	382	412	286	321	8,897

(a) Number of University Graduates and Undergraduates—contd.

Province.	Year.	NUMBERS OF GRADUATES IN								NUMBER OF UNDERGRADUATES IN					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Punjab	1916-17	612	69	16	..	40	..	..	..	1,362	76	..	625	..	2,800
	1921-22	745	199	56	..	43	..	14	..	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1927-28	981	197	45	..	80	..	16	..	7,575	531	..	..	231	9,656
	1928-29	1,064	182	35	..	76	..	27	..	8,320	563	..	106	893	11,266
Burma	1929-30	1,073	208	25	..	76	26	34	..	8,743	522	..	9	854	11,570
	1916-17	53	..	..	..	..	..	..	..	682	..	..	..	..	785
	1921-22	60	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	10	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1927-28	125	25	..	..	..	..	..	..	1,420	68	52	..	11	1,701
Bihar and Orissa	1928-29	119	51	..	..	..	..	..	..	1,880	72	59	..	12	1,998
	1929-30	136	19	..	..	..	..	..	..	1,317	76	77	..	19	1,644
	1916-17	232	25	..	..	6	..	..	..	2,534	..	..	..	..	2,797
	1921-22	265	72	..	..	16	..	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
Central Provinces and Berar	1927-28	400	257	18	..	6	..	..	..	3,656	186	97	..	..	4,620
	1928-29	471	212	25	20	..	..	..	..	3,902	106	105	..	..	4,935
	1929-30	503	185	32	17	4	..	..	..	3,606	224	114	..	..	4,683
	1916-17	118	145	..	..	23	..	..	..	993	..	..	..	..	1,279
	1921-22	77	87	..	..	24	..	..	..	547	..	..	..	..	785
Assam	1926-27	165	55	..	..	22	..	..	..	1,192	..	..	..	37	1,471
	1927-28	159	96	..	..	20	..	5	..	1,290	..	..	..	59	1,629
	1928-29	232	61	..	..	25	..	8	..	1,418	..	..	..	97	1,831
	1929-30	230	43	..	..	25	..	18	..	1,444	..	..	..	89	1,849
	1916-17	50	3	..	..	..	..	..	..	740	..	..	..	..	793
Delhi	1921-22	119	8	..	..	..	..	..	..	839	..	..	..	..	966
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1927-28	103	15	..	..	..	..	..	..	1,029	..	..	..	..	1,147
	1928-29	157	21	..	..	..	..	..	..	1,182	..	..	..	..	1,360
	1929-30	117	27	..	..	..	..	..	..	1,266	..	..	..	..	1,410
Other Minor Administrations	1916-17	27	..	..	..	..	..	..	..	118	..	..	..	..	145
	1921-22	75	..	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1927-28	112	51	..	..	..	..	..	..	1,143	..	..	..	..	1,306
	1928-29	149	51	4	..	..	..	..	..	1,252	..	..	..	..	1,456
Total of all Provinces	1929-30	183	42	8	..	..	..	..	..	1,296	..	..	..	..	1,529
	1916-17	18	1	..	..	1	..	..	..	199	..	..	..	..	219
	1921-22	24	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	..	2	..	..	..	..	..	500	..	..	..	..	586
	1927-28	123	1	..	..	15	..	..	..	533	..	..	..	..	678
	1928-29	158	..	4	..	16	..	..	..	595	..	..	..	..	778
	1929-30	189	..	..	..	24	..	..	..	494	..	..	..	..	667
	1916-17	5,934	1,722	286	68	294	26	41	..	43,358	2,100	297	625	342	55,093
	1921-22	7,046	1,946	424	62	562	31	65	1	43,411	4,173	475	295	1,428	59,919
	1926-27	7,887	2,672	613	196	570	215	79	..	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	6	64,293	2,832	1,107	1,036	1,072	84,056
	1928-29	10,333	2,941	614	251	711	249	116	..	68,088	3,705	1,517	1,284	3,494	93,398
	1929-30	9,847	3,202	544	244	840	317	143	..	66,428	3,716	1,554	1,012	1,922	89,769

NOTE.—Figures for undergraduates generally relate to the Calendar year.

(b) Number of undergraduates in Institutions controlled by Provincial Boards of Education in 1929-30.

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,079	..	..	1,079
United Provinces	4,733	..	631	5,364
Rajputana (including Ajmer-Merwara), Central India and Gwalior.	396	..	..	396

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(c) Results of Examinations in Arts and

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.	Anna- mal.
<i>Matriculation.</i>										
Number of candidates .	55	8	(a)11,954	16,375	..	..	..	1,040	..	..
„ passes .	12	1	(a)4,391	10,186	..	..	..	463	..	..
Percentage of passes .	21·8	12·5	(a)36·7	62·2	..	..	..	44·5	..	..
<i>Intermediate Arts.</i>										
Number of candidates .	(b)8,936	(b)3,148	1,528	3,827	..	..	..	285	..	..
„ passes .	(b)4,010	(b)1,010	781	1,824	..	..	..	176	..	..
Percentage of passes .	(b)44·9	(b)32·1	51·11	47·7	..	..	..	61·7	..	..
<i>Intermediate Science.</i>										
Number of candidates .	..	..	976	3,454	..	..	..	217	..	..
„ passes .	..	..	544	1,532	..	..	..	111	..	..
Percentage of passes .	..	..	55·74	44·4	..	..	..	51·0	..	..
<i>Bachelor of Arts (Honours).</i>										
Number of candidates .	279	1,183	402	573	72	37	12	31	..	32
„ passes .	241	402	341	413	35	25	10	8	..	28
Percentage of passes .	86·4	34·0	84·82	72·1	48·6	69	83·33	26·6	..	87·5
<i>Bachelor of Arts (Pass).</i>										
Number of candidates .	(c)	..	787	2,906	166	340	205	216	607	..
„ passes .	1,956	..	348	1,124	81	206	100	159	283	..
Percentage of passes .	..	..	44·22	38·7	34·3	62	48·78	73·6	46·6	..
<i>Bachelor of Science (Honours).</i>										
Number of candidates .	..	..	..	193	16	20	6	11	..	..
„ passes .	..	..	..	125	8	11	5	3	..	..
Percentage of passes .	..	..	..	64·8	50·0	55	83·33	27·2	..	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates .	..	..	414	752	74	140	56	105	173	..
„ passes .	..	..	268	306	32	74	31	41	109	..
Percentage of passes .	..	..	64·73	40·7	41·9	53	56·86	39·5	63·0	..
<i>Master of Arts.</i>										
Number of candidates .	150	..	233	423	74	74	77	46	104	..
„ passes .	77	..	99	267	65	61	67	35	85	..
Percentage of passes .	51·3	..	42·49	63·1	87·8	81	87·01	76·04	81·7	..
<i>Master of Science.</i>										
Number of candidates .	..	..	28	223	34	48	28	24	23	..
„ passes .	..	..	25	120	27	40	28	23	19	..
Percentage of passes .	..	..	89·28	53·8	79·4	83	100	96·0	82·6	..

(a) The Bombay University does not hold a Matriculation Examination. A school leaving examination

(b) Includes figures for

(c) The number cannot be stated as the candidates may at the

Science of Indian Universities, 1930.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
<i>Matriculation.</i>									
232	15,408	.	..	4,138	..	..	532	49,742	Number of candidates.
100	8,431	..	..	1,944	..	..	188	25,716	.. passes.
43.0	54.7	..	..	47.0	..	..	35.3	51.70	Percentage of passes.
<i>Intermediate Arts.</i>									
154	1,691	325	(b)528	1,040	310	407	268	22,447	Number of candidates.
98	718	151	(b)202	315	153	126	128	9,692	.. passes.
63.6	42.5	46.4	(b)38.3	30.3	40.3	30.9	47.8	43.18	Percentage of passes.
<i>Intermediate of Science.</i>									
111	2,471	119	..	522	201	691	..	8,762	Number of candidates.
79	1,116	50	..	181	126	202	..	8,941	.. passes.
71.0	45.2	42.0	..	34.7	62.6	20.2	..	44.98	Percentage of passes.
<i>Bachelor of Arts (Honours).</i>									
6	255	41	3	131	..	..	..	3,057	Number of candidates.
4	96	36	3	100	..	..	..	1,737	.. passes.
66.6	37.6	87.8	100.0	76.3	..	..	..	56.82	Percentage of passes.
<i>Bachelor of Arts (Pass).</i>									
216	1,908	186	129	702	313	(c)	138	8,819	Number of candidates.
138	884	133	87	240	147	273	59	6,218	.. passes.
64.0	46.3	71.5	67.4	34.2	46.9	..	42.8	70.51	Percentage of passes.
<i>Bachelor of Science (Honours).</i>									
8	5	10	5	13	..	..	..	287	Number of candidates.
4	3	4	4	7	..	..	..	174	.. passes.
50.0	60.0	40.0	80.0	53.8	..	..	..	60.68	Percentage of passes.
<i>Bachelor of Science (Pass).</i>									
51	131	42	56	86	70	(c)	..	2,150	Number of candidates.
30	79	28	35	37	53	48	..	1,171	.. passes.
59.0	60.3	66.6	62.5	43.0	75.7	..	..	54.47	Percentage of passes.
<i>Master of Arts.</i>									
59	257	37	9	89	28	40	9	1,718	Number of candidates.
40	114	29	5	65	25	35	9	1,078	.. passes.
68.0	44.4	78.3	55.6	73.0	89.3	71.5	100	62.75	Percentage of passes.
<i>Master of Science.</i>									
13	37	..	2	18	7	5	11	501	Number of candidates.
10	27	..	2	6	6	5	10	348	.. passes.
76.0	73.0	..	100	33.3	71.4	100	90.9	60.46	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.
Intermediate Science.
option take the examination as a whole or appear by parts separately.

(d) *Results of Examinations conducted by Provincial Boards of Education, 1930.*

Nature of Examination.	Madras S.S.L.C. Board.	Dacca Inter- mediate and Se- condary Board.	United Provinces High School and Inter- mediate Board.	Burma English, and A. V. and Se- condary Board.	Central Provinces High School Board.	Hyder- bad (Deccan) H. S. L. C. Board.	Delhi Second- ary Board.	Rajputana (including Ajmer- Merwara), Central India and Gwalior High School and Inter- mediate Board.
<i>High School or Leaving Certificate.</i>								
Number of Candidates .	(2)	355	8,205	2,555	1,786	534	1,698	424
„ passes .	6,213	287	4,657	765	1,094	354	1,098	219
Percentage of passes .	..	80.8	56.8	29.9	61.25	66.3	64.7	51.6
<i>Intermediate Arts.</i>								
Number of candidates .	..	(b)247	(d)2,623	..	..	..	..	186
„ passes .	..	116	(d)1,309	..	..	..	..	81
Percentage of passes .	..	47.0	49.9	..	..	..	..	43.5
<i>Intermediate Science.</i>								
Number of candidates .	..	(c)163	..	..	..	..	..	39
„ passes .	..	94	..	..	..	..	..	19
Percentage of passes .	..	57.7	..	..	..	..	..	48.7

(a) Complete information not available.

(b) Excludes 65 candidates (of whom 37 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 39 and 32 candidates (of whom 14 and 11 passed) in Intermediate examination in Dyeling and in Com-
merce, respectively.

(d) Includes figures for Intermediate Science.

III.—SECONDARY EDUCATION.

Statistics.—The number of secondary schools of all kinds increased by 565 from 12,587 to 13,152 and their enrolment by 134,232 from 2,111,976 to 2,246,208. These figures do not include scholars who were reading in the secondary classes of intermediate colleges but they do include pupils reading in the primary departments of high and middle schools. The total number of scholars reading in the secondary stage (*i.e.*, high and middle school classes) in all kinds of institutions was 1,090,417 as shown in the following table:—

Type of Institutions.	Number of secondary scholars in institutions.	
	For males.	For females.
Intermediate colleges	1,801	150
High schools	636,286	35,422
Middle schools	399,731	16,957
Primary schools	51	19
TOTAL .	1,037,869	52,548
	1,090,417	

It will be observed that more than half the pupils enrolled in secondary schools were reading in the primary classes of those schools.

The following table gives the expenditure on different types of secondary schools:—

Institutions.	Total expenditure.	Percentage of expenditure from				Cost per scholar.
		Government funds.	Local funds.	Fees.	Other sources.	
<i>For males.</i>	Rs.	%	%	%	%	Rs.
High Schools	4,62,89,296	31·5	3·8	51·2	13·5	52
Middle Schools	2,37,06,310	38·7	24·0	27·1	10·2	19½
<i>For females.</i>						
High Schools	67,63,501	43·2	1·0	33·6	21·3	91½
Middle Schools	38,86,027	30·6	14·4	15·1	30·9	36½

It is observed that fees meet half the cost of educating a boy in a high school and one-third the cost of educating a girl in a high school and that Government funds meet a larger part of the total expenditure in girls schools than in boys' schools.

The results of the various examinations taken by candidates on the completion of the high and middle school courses were as follows:—

Examinations.	CANDIDATES.		PASSES.	
	Males.	Females.	Males.	Females.
Matriculation	37,729	844	21,693	550
School Leaving or Final . . .	45,181	1,447	29,730	914
European High School . . .	288	237	177	175
Cambridge School Certificate.	711	331	336	209
Anglo-Vernacular Middle . . .	79,562	4,208	58,171	2,745
Vernacular Middle	73,273	6,962	43,712	3,992
European Middle	919	551	493	348
Cambridge Junior	663	474	436	310

General remarks.—The large increase in the enrolment of pupils indicates an increasing demand for secondary education. In Bengal, secondary English schools increased owing to the opening of schools under private management and to the conversion of middle vernacular schools to middle English status. In the United Provinces one new intermediate college came into existence in response to a steadily increasing demand. The introduction of compulsory primary education and the opening of English classes in vernacular middle schools have also led to the demand for more secondary vernacular education in this province, but this demand, though a sign of an increased recognition of the benefits of higher education, unfortunately seems to have been too great for the available resources to cope with. In the Punjab 15 per cent. of the vernacular upper middle schools and 40 per cent. of the lower middle schools are without suitable buildings. In the Central Provinces overcrowding is fairly general and as one report says “secondary education is, in the circumstances, bound to suffer”. The difficulty is financial, for local boards have very limited funds at their disposal and provincial resources in most provinces are strained. In Bombay, there has been no increase in the allotment for grants to secondary schools during the last six years but in most other provinces there have been increases. In Bihar and Orissa, many additions to existing school buildings have been made, resulting in increased enrolment and in consequence in larger fee incomes of the schools concerned. In Burma several new buildings were completed while the equipment in Government schools is stated to be satisfactory.

Courses.—In Madras the year witnessed the introduction of a revised course and syllabuses in the Secondary School Leaving Certificate scheme. In Burma closer liaison is being established between anglo-vernacular and vernacular schools, and courses have been so framed as to facilitate this process. While nowhere in India has there been a radical change in the existing courses,

sufficient evidence has been available to show that alteration in the existing courses of study should not be attempted without a thorough examination of the possible results of such change. In the Punjab, an existing regulation has been revised requiring every student to take up history and geography as a third compulsory subject (though success in this subject is not essential for an ordinary pass in the matriculation examination). The change seems to have had an adverse effect on the teaching of other important subjects such as science, physiology and hygiene, the classical languages and drawing. There is, on the other hand, the danger of stagnation if a conservative policy of opposition to change is adopted. In Assam, it is recognised that the courses are out of date and that the imperative need is their modernisation, but the lack of funds stands in the way. In Burma, the subjects of study prescribed by anglo-vernacular schools under Christian management include religious instruction to which Buddhists are beginning to object. Educational efficiency is, in the circumstances, bound to suffer.

Experiments in education.—Experiments continue on developments in modern educational theory. The Dalton Plan, which is being tried with varying degrees of success in the United Provinces and Assam has been found to give satisfactory results but in Dacca the results are not altogether convincing in some schools where it has been tried. In the United Provinces, the Project Method is also being tried, while in Bengal Dr. West's method of teaching English, which is based upon the gradual assimilation of an enlarged vocabulary, has been introduced. In Bihar and Orissa experiments in teaching up to the matriculation standard through the medium of the different vernaculars in use in that province have been in progress for over five years but the results have so far been inconclusive.

Manual Instruction.—In Madras manual training is made a compulsory subject under the revised secondary school leaving certificate scheme. In the United Provinces, the new curriculum in which this subject is connected with drawing promises well. Great improvement in the teaching of the subject is manifest, but there is a "lack of artistic atmosphere about the majority of drawing rooms". In Bengal, definite arrangements for manual instruction exist, and in some schools subjects like dyeing, weaving, carpentry and smithy-work are also taught.

Medium of instruction.—The policy of imparting education in the higher forms through the medium of the vernaculars was pushed on with vigour in all provinces. In Madras, the vernaculars were used in sixty schools as the medium both of instruction and of examination. In Bombay, the local vernacular is the medium of instruction in standards I—V, that is in the middle stage and lower classes of the high school stage, while candidates at the Matriculation examination are permitted by the Bombay University to answer question papers in history and in their second language in their vernacular. A policy based on sound educational theory

would be for pupils to be required to answer the question papers in their examinations in the language which is used as the medium of their instruction. While gratifying progress has been made in instruction through the mother tongue yet certain undesirable tendencies result. It has been noticed in more than one province that the attempt to diffuse education in higher forms more and more through the vernaculars has been attended with a deterioration in the standard of English. It has also been noticed that in the United Provinces, where both Urdu and Hindi are used, a hybrid language emerges. It is difficult to contemplate this result without a feeling of alarm. For, while a fairly good standard of English can be insisted upon by adequate emphasis on the value of the *viva voce* test in English in the higher classes, it would be exceedingly difficult to prevent the hybrid language from corrupting the mother tongue to the prejudice of its healthy natural development.

Teachers.—In Bombay, many schools under private control engage matriculates as teachers and entrust to them the English of the lower standards. With few exceptions the quality of their teaching is poor, comparing unfavourably with that in Government schools where graduates are generally employed. In the Punjab the teaching of English is reported to be miserable in many high schools and is attributed, in the opinion of a Divisional Inspector of Schools, to the fact that the subject is, especially in the lower classes, in the hands of inefficient junior anglo-vernacular teachers. It is gratifying to note that the number of graduates who are trained (men and women) has increased from 7,500 in 1929 to 7,942 in 1930. The number of trained teachers of all qualifications has increased from 52,786 in 1929 to 55,989 in 1930. The Punjab and the North-West Frontier Province (in the latter, in the sphere of vernacular education) showed as many as 80 per cent. and 86.4 per cent. respectively of their teachers as trained. Untrained teachers are employed mainly in schools for vernacular education, secondary as well as middle, in the United Provinces and the Central Provinces; in the Central Provinces inspections and public examinations showed that the lack of trained teachers was “mainly responsible for the comparatively low efficiency of aided schools”. It is also being increasingly recognised that trained teachers do not alone ensure efficiency; what is needed in both trained and untrained teachers, is a sense of security regarding their appointments—a feeling that is not so strong among teachers in schools under private management as it is among teachers in schools under public management. In Madras and the United Provinces the governments now insist upon the execution of a written agreement between management and teachers.

The United Provinces report says—“A tendency has been noticed for managers to budget for increased salaries for the existing staff but when the additional Government grant is received it is spent in employing additional teachers. The result is that the new demands are met at the expense of the increments of the regular staff”. Such action strikes at the efficiency of the schools.

by leaving the existing staff discontented, indifferent to good discipline, and without incentive to continue the good work they may have been doing.

Examinations.—It is comforting to note that there have been no examination scandals due to the leakage of question papers. Examinations continue to dominate teaching work and cramming in some schools, especially in vernacular middle schools, is common; there is too little reasoning on the part of the pupils. In the United Provinces examination results have been very satisfactory; in the Punjab, on the other hand, the number of failures in the matriculation examination have been startling and one cannot avoid the conclusion that obviously unfit boys have been permitted to sit for the examination.

Medical inspection of schools.—In all provinces medical inspection received a large measure of attention during the year under review. In the North-West Frontier Province it is now a regular part of school life in the cities of Peshawar, Bannu and Dera Ismail Khan. In Bengal, a scheme for the medical examination of pupils in Government high (English) schools and senior madrassahs outside Calcutta and in hostels attached to them which has been under the consideration of Government was approved. In Madras, though the scheme in force fell short in some respects of a complete School Medical Service yet a staff consisting in all of 635 medical men and 91 medical women was engaged (part-time) in school inspections. In the United Provinces, except in the ten cities where the department maintains whole-time medical officers, the medical inspection of English schools was transferred to the Public Health Department in those places where suitable district or municipal medical officers of health had been appointed. School medical officers in such places are now maintained for hostel residents only and paid by the department. The facilities for medical inspection that are provided in all provinces appear to be fairly satisfactory, but full advantage of such inspections is not taken because of the “lack of intelligent and ready response on the part of parents and managements to the findings of the school medical officers”. Parents are frequently loath to follow the advice of the medical officers. The great need therefore seems to be a livelier sense of civic responsibility on the part of guardians and a recognition that apathy in the matter is bound to detract from the efficiency and utility of measures that the State may take to protect pupils at school from ill-health. The scheme by which an After-Care-Officer, such as in the Students’ Welfare Committee of the Calcutta University, follows up the defects discovered in the students by seeing their guardians or heads of their institutions and keeping himself informed of the steps taken for treatment, is worthy of universal adoption.

Physical training.—Increased interest in physical training was shown and the year was one of progress. In the Central Provinces the value of physical training was still further recognised and a number of teachers are now being trained annually to give physical

instruction. In the North-West Frontier Province physical training is compulsory in all schools; while in Madras, Government have accepted the recommendation of a committee to consider the proposition "the formal physical training and games should be made compulsory for all pupils in secondary schools" except for boys declared medically unfit. It was also laid down that provision should be made for adequate physical training before recognition is granted to secondary schools. In the Punjab the importance and influence of the new type of physical training supervisor is noted. Games were popularised and clubs and refresher courses were organised in rural areas. Bengal reports that the factors which stand in the way of the introduction of games as a compulsory subject in schools are inadequate playing fields, want of trained teachers and apparatus, apathy and conservatism of boys and their guardians, inadequacy of funds and the absence of provision for mid-day tiffin.

Hostels.—With the great increase in secondary education and the consequent large enrolment of boys from rural parts the question of increasing the number of existing hostels has assumed great importance. In the United Provinces, "most managers of schools are alive" to this need; but "are handicapped by the lack of funds". In Bihar and Orissa the year witnessed the construction of a few hostels and extensions to some existing ones. In the Central Provinces additional accommodation is needed; supervision is satisfactory. Insufficient hostel accommodation means that a student has to make his own arrangements in the town, and, as an inspector of schools says "since no one has an eye on him, he is generally open to evil influences which may ruin his life".

IV.—PRIMARY EDUCATION (BOYS).

General.—The number of primary schools for boys increased by 1,300 from 171,386 to 172,686 and their enrolment by 150,153 from 7,880,619 to 8,030,772. Under both number and enrolment, the percentage of increase in 1929-30 is less than that in 1928-29. The enrolment figures for the year under review do not include the number of pupils reading in primary sections of secondary schools; the number of such pupils was 1,031,248, of whom 213,997 were in high schools and 817,251 in middle schools. The increase in the number of pupils was shared by all provinces except Bihar and Orissa, where the fall in enrolment from 940,708 to 902,545 was due to the prevalence of malaria and small-pox and to an outbreak of cholera in one district and to the closing of many schools in other districts on account of financial stringency. In the United Provinces the rate of increase was lower than it was during 1928-29, but in the Punjab, which showed a fall last year, the figures for enrolment rose by 11,235 to 374,525 and of the number of primary schools by 64 to 5,580 in spite of the conversion of a number of primary schools into lower middle schools. In both Bihar and Orissa and the United Provinces, however, there was an increase in the average attendance of pupils.

Administration.—In Madras, proposals were made and generally approved by Government to replace the existing multiple class and inevitably inefficient schools by central schools admitting both sexes and children of all communities. These schools would be assisted by feeder schools or junior schools, which would at the same time serve the needs of young children unable to walk all the way from their homes to the central school. In Bombay, the efficiency of some school boards was greatly undermined by extraneous influences. As an Inspector of Schools says, “party spirit still hampers the smooth working of some school boards. There are certain members who add to communal bitterness and make the smooth working of the school board more difficult”. In the United Provinces, some members of education committees, instead of regarding their membership as an opportunity for service, used teachers for political work. In Bihar and Orissa, it was found that the transfer of teachers by boards was made on other grounds than those of public interest and efficiency. In the Central Provinces, “there is urgent need for focusing the attention of district councils and other local bodies on the need for the better administration of their educational systems”. Financial stringency was largely responsible for slow progress, but “wastage can be reduced and efficiency increased by closer supervision and a better appreciation of their responsibilities by school committees and teaching staffs”. In the Punjab, a growing tendency was noticeable in a number of district boards to reduce their own contribution as Government grants increased.

Teachers.—In no province, except Bombay, is the trained element less than fifty per cent. In the United Provinces, owing to the introduction of compulsory education in many areas the demand for trained teachers has greatly increased and the supply available is unable to meet it. Allied to the problem of securing trained teachers is that of ensuring that the teachers who have been trained continue to put into practice the lessons learnt in the training institutions. The Director of the United Provinces reports that “Teachers’ conferences are of considerable help, but unfortunately in some cases they were found to have degenerated into political meetings”. The payment of adequate salaries is no less important in securing efficient instruction than training. In the Central Provinces, the minimum salaries for trained teachers under several district councils are less than the minimum prescribed by Government. It is little wonder therefore that the Director of Public Instruction says that “it is reported that trained teachers with ability show a tendency to migrate from villages to towns”. Promotions are comparatively few and uncertain and, consequently, there is discontent and indifference amongst the large number of trained teachers in the lowest grades. In the Punjab, refresher courses for vernacular teachers were held at various places in the Multan Division. In the North-West Frontier Province, the number of single-teacher schools is still too high. As the Royal Commission on Agriculture in India said, the single teacher school “is both inefficient and extravagant”.

Wastage.—This problem, to which the Hartog Committee drew pointed attention, continues to engage the attention of educational authorities. The subjoined table will explain the position in primary schools.

Class.	*Number of pupils in 1928-29.	* Number of pupils in 1929-30.	Wastage.
I	5,563,353	5,661,836	..
II	1,883,936	1,952,088	3,611,265
III	1,315,060	1,367,470	516,466
IV	857,409	899,619	415,441
TOTAL .	9,619,758	9,881,013	

* These figures are for both boys' and girls' schools; separate figures for boys' schools are not available.

This table shows that, out of 5·56 million pupils reading in class I in 1928-29, only 1·96 million were reading in class II in 1929-30; out of 1·88 million pupils reading in class II in 1928-29 less than 1·37 million were reading in class III in 1929-30; and of 1·31 million pupils reading in class III in 1928-29 only about 900 thousand reached class IV in 1929-30. It must, however, be remembered that the wastage is not in fact as large as the figures given above would appear to indicate, since the enrolment of class I includes not only those pupils who are expecting promotion in the month succeeding the collection of statistics but also those pupils who have been only recently admitted to the schools. All the same, there is no gain-saying the fact that the wastage is considerable and one is tempted to ask whether much of the money at present spent on primary education is not being wasted. In Madras, of every 100 children admitted to standard I in 1925-26, 22·7 pupils attending boys' schools and 16·5 pupils attending girls' schools passed through standard IV in 1928-29. In Bombay, of the boys who were admitted in the infant class in 1925-26, 33·8 per cent. reached standard IV in 1929-30. These two instances are typical of the wastage that has occurred in other provinces. The Director, Assam, however, looks upon this problem from a different angle; "such wastage", he says, "should be regarded as an agriculturist would look on the work of preparing the ground for the seed—clearing and ploughing and harrowing—and that in due course with a better tilth we shall get a better crop."

Compulsory education.—The following table shows the number of urban and rural areas in each province in which compulsion has been introduced:—

Province.	Acts.	Areas under compulsion.	
		Urban areas.	Rural areas.
		Towns.	Villages.
Madras	Elementary Education Act, 1920.	25	206
Bombay . . .	{ Primary Education (District Municipalities Act, 1918).	4	..
	{ City of Bombay Primary Education Act, 1920.	1	..
	{ Primary Education Act, 1923 .	5	150
Bengal	Primary Education Act, 1919 .	1	..
United Provinces .	{ Primary Education Act, 1919 .	36	..
	{ District Boards Primary Education Act, 1925.	..	378
Punjab	Primary Education Act, 1919 .	46	2,303
Bihar and Orissa . .	Primary Education Act, 1919 .	1	4
Central Provinces and Berar.	Primary Education Act, 1920 .	13	*90
Assam	Primary Education Act, 1925 .	..	..
Delhi	(Punjab Act extended to Delhi—1925).	1	6
	Total .	133	3,137

* Village centres, with 193 feeder villages.

NOTE.—This table does not include areas for which schemes of compulsory primary education are under consideration or have been sanctioned but not yet introduced. It includes, on the other hand, areas in which such schemes have been partially introduced.

That enrolment increased in areas under compulsion there is no doubt, but it cannot be said that in all the areas given in the table compulsion has produced the desired result. In the Saidapet Taluk of the Madras Presidency “special persuasion and threats of prosecution have only resulted in the nominal enrolment of pupils who do not mean to attend school”. The Director of Public Instruction, Madras, is of opinion that “while compulsion has been effective in bringing children to school it has been ineffective in keeping them there”. In the United Provinces compulsion was

introduced in many urban and rural areas and in the latter with varying degrees of success; where it was not successful it was due to "inexperience or inefficiency, or both, unrelieved by keenness on the part of members of boards". In the Punjab enrolment in a number of areas is above 80 per cent. and the Director is of the opinion that "wherever earnest efforts have been made excellent results have been achieved. Prosecutions are now more generally instituted". Bihar and Orissa reports that "most of the municipalities continue to waste the limited funds at their disposal by maintaining or aiding a large number of small schools instead of following a policy of concentration". In Assam, though there is as yet no scheme of compulsion in operation, the principle of free and compulsory primary education has been accepted. The Director of Public Instruction, Central Provinces, reports that "the administration of the Compulsory Education Act leaves much room for improvement. The common defects are careless registration of those liable under the Act, delay in publishing bye-laws and reluctance to prosecute defaulters. Attendance officers do not understand their duties".

School Buildings.—From almost all provinces it is reported that primary school buildings are unsatisfactory. This is specially true of rented buildings which are, as a rule, badly lighted and ill-ventilated. From the United Provinces an Inspector reports that "in several cases roofs of school houses have fallen in during the rains" and there is, in those provinces, a general complaint about the iniquities of contractors. In the Surma Valley in Assam, there are schools which are held in *baitak khanas*, cowsheds, *mandaps* and private verandahs. In the Punjab some progress was made but this was almost entirely due to the grants given by Government. Progress, too, is reported from the North-West Frontier Province but much still remains to be done. In Bombay, under Sir P. Thakurdas's scheme, to which reference was made in last year's report, "the total number of buildings constructed in the Surat District up to the end of the year (1929-30) came to 57. The actual cost involved was Rs. 20,41,862 of which Sir P. Thakurdas contributed Rs. 1,59,411, the remaining Rs. 95,451 being paid by the villagers". The success of the whole scheme is a striking example of private munificence and self-help.

Adult education.—The adult education class at the Teacher's College, Saidapet, continued, and there was an enormous accession to its library of books presented by publishers and sympathisers. "The adult classes attached to the Government Arts College, Coimbatore, the Teachers' College, Rajamundry, and the Government Training School, Palghat, continued to work satisfactorily." Non-official agencies in the field were more active than before and their activities included "the imparting of instruction in the 3 R's, the reading of vernacular newspapers and library books, lectures delivered by departmental officers and other visitors on health, sanitation, co-operation, stories from Indian History, geography and civics and lantern lectures". In one centre, a

women's section was working. Bombay reports that the number of both pupils and schools decreased slightly. The day schools for women conducted by the Seva Sadan Society at Poona and Baramati deserve special mention. In Bengal, a comprehensive scheme for the improvement of adult education was sent up to Government and it was proposed to enlist the services of Central Co-operative and Rural Banks in carrying it out. In the United Provinces, the total number of schools maintained during the year increased from 32 to 47, and Lucknow, Benares and Partabgarh, which received Government grants to be given as grants-in-aid to co-operative adult education societies, were the main centres of adult education activities. In the Central Provinces, a scheme was formulated for the establishment of adult schools, providing for the opening of 50 schools through the agency of co-operative societies and 50 by local authorities. In the Multan Division of the Punjab the policy of "consolidation in weeding out of superfluous growth followed last year was pursued this year as well". In the Lahore Division there was a fall of 7 schools and 1,214 scholars but the Inspector of Schools records a notable increase in the number of literary certificates awarded to adults.

V.—EDUCATION OF GIRLS.

Statistics.—The number of girls in all recognised institutions rose from 2,032,388 to 2,149,853, of whom 817,284 were reading in boys' schools. The number of recognised institutions for girls rose from 13,738 to 32,910 and their enrolment from 1,308,687 to 1,389,241 of whom 56,672 were boys. The total number of girls reading in primary, secondary and university classes in both recognised and unrecognised institutions, was 2,258,212 as against 2,137,753 in the previous year. The percentage of girls under instruction to the total female population increased from 1.78 in 1928-29 to 1.88 in 1929-30. This may be compared with the percentage for boys which is 8.07.

Wastage.—This evil, to which reference was made in the preceding chapter, seems to be on the increase in girls' schools. The number of girls in primary classes is given below:—

Class.	1928-29.	1929-30.	Wastage.
I	1,317,575	1,367,771	..
II	311,281	340,221	977,354
III	183,143	197,321	113,960
IV	93,234	105,665	77,478
TOTAL .	1,905,233	2,010,978	

The figures show that of 1.3 million girls in the previous year, only 0.3 million proceeded to class II; of 311 thousand girls in class II, only 197 thousand girls reached class III; and of 183 thousand girls in class III, only 106 thousand reached class IV.

It is clear from these figures that a very large number of girls leave school before reaching class IV, *i.e.*, before they have acquired education of any lasting value. It will be observed, however, that in class IV, the percentage of wastage is less in 1929-30 than it was in 1928-29. A comparison with the wastage of figures for boys shows that the wastage in girls' education is much greater and that the percentage of girls reaching class IV is much less. The causes of wastage which affect boys' education operate with equal force in the case of girls' and, in addition, old-world customs, obstinate prejudices, the purdah system and early marriage have accentuated the problem and been particularly responsible for their early withdrawal from school. In the circumstances, it augurs well for the future to be able to note that in Sind there were distinct signs during the year under review of "a growing desire to send girls to schools, and to keep them there longer than was formerly the custom", and that "this movement is spreading to rural areas". In Bengal, the number of girls reading in classes IV and V increased from 11,700 in 1928-29 to 13,181 in 1929-30 and the Director of Public Instruction thinks that herein is "an indication of the actual progress of primary education that is likely to result in permanent literacy among girls".

Public interest in girls' education.—It is satisfactory to note the increasing interest that is being taken in the education of girls. In January 1930, the "All-India Women's Conference held its fourth session in Bombay, thereby giving "an impetus to the general awakening of women who have found a platform on which they are able to draw public attention to their needs". The All-India Women's Education Fund Association met in the same place in January 1930 and Lady Irwin, who presided, invited public attention to certain vital aspects of girls' education. In the Central Provinces, ladies' committees are in existence in several places and conferences were held which "served as useful propaganda for the spread of education among girls". Clearly, as the Director in the Central Provinces says, "the spirit of progress is abroad". Unsuitable or incommodious school buildings, the high percentage of girls in the lower classes of primary schools, and lack of funds are features which need not unduly depress us. Provincial educational authorities are fully aware of the fact that "education is not the privilege of one sex, but equally the right of both, and that neither the one nor the other can advance by itself without a strain on the social and national system and injury to itself".

Teachers.—The number of women teachers increased by 1,778 to 41,391, but Assam complains that the number of girls passing out from middle and high schools who are available for employment in village schools is as yet quite insufficient to provide qualified mistresses to meet the demand; while the Punjab reports that, as far as primary education is concerned, the lack of women teachers continued to be a great hindrance. In fact only in Madras, Bombay, and the Central Provinces is the proportion of trained

teachers to the total number over 50 per cent. The Bombay report draws attention to a matter which is no less important. "A large number of women teachers do not possess a sound knowledge of the subject they have to handle." It is no wonder therefore that "generally speaking the teaching in girls' schools is less efficient than that in boys' schools". The only remedy is to recruit women with higher qualifications and it is gratifying to note that the number of such women is steadily increasing, but no real advance is possible till teachers are adequately paid. Instances are not wanting of fully qualified and efficient members of staffs in schools throwing up their jobs in disgust on account of the inadequately low pay received. It is reported that, in a certain district in the United Provinces, a V. T. C. mistress, who has appointed by the board on Rs. 30 per mensem, was actually paid only Rs. 15 per mensem till she left, in spite of the fact that savings were available. It is still imperfectly realised that the "pay of women teachers should be sufficient to render them independent" and "that an independent woman teacher needs satisfactory accommodation and has" in most cases "necessarily to provide for a companion or servant". The Hartog Committee have said that women teachers are "the best teachers for the primary classes" in boys' as well as girls' schools. If only for this reason, it is desirable to pay them adequately and keep them contented.

The Curriculum.—As the Hartog Committee have noted, "in recent years repeated demands have been made for the differentiation of the curriculum in girls' schools from that adopted in boys' schools"; and educational authorities charged with the responsibility for girls' education have not been slow to respond. Subjects which are eminently suited to girls are now a noticeable feature of the curriculum of studies. In Madras, Indian music is made an optional subject for the B.A., course. At the Matriculation examination in Bombay girl candidates are allowed to offer domestic science as an alternative to science. The courses in the Indian Women's University at Poona include domestic science, human physiology, child psychology and hygiene. In Bengal, the standard of needlework in girls' schools has improved and as many as "402 candidates from Eastern Bengal districts entered for the Lady Carmichael Diploma Examination, of whom 358 were awarded diplomas". In Patna an exhibition of the needlework sent up in connexion with the examination in hygiene and needlework for the Lady Stephenson medals and diplomas was held in March 1930. Perhaps the most pleasing report in regard to the potentialities of a curriculum specially designed to suit the requirements of girls comes from Burma. "The teaching", says an inspector, "of sewing has increased the holding power of schools and lengthened the school-life of girls".

Co-education.—The number of girls reading in boys' primary schools increased by 34,851 to 740,064 and the number of boys reading in girls' primary schools by 3,858 to 41,970, but the Punjab reports that "conditions of society, indifference amounting in some

cases to apathy on the part of the villagers towards the education of girls, and want of confidence in male teachers entrusted with the care of girls" still continue to be the main obstacles to a more rapid progress of the experiment. From the financial point of view the experiment appears to be worth consideration. As the Director in Assam, says, "were there no other argument for educating boys and girls together the argument of economy would be imperative". The following table shows the number of girls reading in boys' primary schools in the various provinces:—

Province.	No. of girls reading in Boy's Primary Schools.
Madras	328,472
Bombay	83,931
Bengal	73,083
United Provinces	48,093
Punjab	5,175
Burma	106,904
Bihar and Orissa	47,116
Central Provinces and Berar	18,535
Assam	25,161
North-West Frontier Province	322
Coorg	2,159
Delhi . . . . .	...
Ajmer-Merwara	350
Baluchistan	37
Bangalore	652
Other Areas	74
Total (British India)	740,064

VI.—THE TRAINING OF TEACHERS.

Statistics.—The number of students under training on the 31st March 1930, was 33,481 as against 32,751 in the previous year. The details are given below:—

	NUMBER OF STUDENTS UNDER TRAINING.			
	In Training Colleges.		In Normal and Training Schools.	
	1929.	1930.	1929.	1930.
Men	1,235	1,215	25,577	25,698
Women	166	186	5,773	6,382
TOTAL	1,401	1,401	31,350	32,080

The above figures show that, while the number of students under training in training colleges remained constant, the number of those under training in the normal and training schools has increased by 380.

The number of training colleges has increased by 1 to 22 and the number of normal and training schools by 18 to 762.

The following figures show the percentage of trained teachers in the various provinces:—

Province.	TEACHERS IN PRIMARY, MIDDLE AND HIGH SCHOOLS.			
	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.	Output of trained teachers in 1929-30.
Madras	118,537	67,801	57.2	6,728
Bombay	42,093	18,466	43.9	1,061
Bengal	101,372	24,464	24.1	1,873
United Provinces	52,161	31,498	60.4	2,457
Punjab	37,683	26,650	70.7	3,840
Burma	15,400	10,209	66.3	371
Bihar and Orissa	45,842	20,513	44.7	1,867
Central Provinces	16,593	10,209	54.9	830
Assam	10,235	3,679	35.9	171
North West Frontier Province	2,766	1,592	57.6	164
Coorg	353	264	74.8	..
Delhi	1,450	964	66.5	53
Ajmer-Merwara	769	387	50.3	59
Baluchistan	299	216	72.2	12
Bangalore	764	541	70.8	29
Other administered areas	992	348	35.1	165
TOTAL (British India)	447,309	216,692	48.4	19,680

The table shows that the position as regards trained teachers is fairly satisfactory in the United Provinces, Punjab, Burma, Coorg, Delhi, Baluchistan and Bangalore, where more than 60 per cent. of the staffs are trained. The all-India average has risen slightly since last year, but in the provinces of Bombay, Bengal, Bihar and Orissa and Assam the proportion of trained teachers continues to be below this average. It is pleasing to note that Ajmer-Merwara has improved and is now above the general average, but in Bengal the number of trained teachers continues to be below 25 per cent. of the total staff employed, while in Assam there has actually been retrogression.

Teachers for anglo-vernacular boys' schools.—The Secondary Training College, Bombay, which is the only institution of its kind in that Presidency continued to do good work. The principal writes of the keenness and enthusiasm displayed by his students, which enabled him to carry through successfully, during the year, several new developments like the use of the gramophone in the teaching of English and French, the institution of a course of lectures on the aims and achievements of the League of Nations

and the celebration of Education Week. "A scheme of short-course training at Dacca for teachers with special reference to spoken and idiomatic English received during the year the administrative approval of Government and the Dacca University held a vacation course for teachers during the year under review." The David Hare Training College, Calcutta, submitted a revised course of studies to the Calcutta University. At this College "subjects outside the prescribed curriculum included lectures on experiments on self-government in a German school, the comparative study of animal and human anatomy and physiology, and hygiene". The Teachers' Training College, Dacca, continued its experiments on the teaching of English and Bengali, and abstracts of articles written by the principal and some members of the staff for the Indian Science Congress held at Allahabad were published by the Asiatic Society of Bengal. The Government Training College, Allahabad, opened a special course for physical training under the charge of a Superintendent of Physical Training. At the Government Training College, Agra, games and physical exercises were compulsory for the students, while at the Lucknow Government Training College physical training as well as instruction in manual training were insisted on. In the Punjab, "the creation of a higher degree in education with emphasis on a deeper study of one or another aspect was under consideration by the Board of Studies in Teaching of the Punjab University". An interesting experiment was the training of all the students as assistant scout-masters. A noteworthy event of the Central Training College was that in the B. T. class there were seven lady graduates all of whom were successful in the final examination. In Burma considerable progress was made in the establishment of a training college and the Director hopes that when completed this will solve the problem of supplying trained anglo-vernacular teachers. The special features of the course of study in the Spence Training College in the Central Provinces were that in the Teachers' Training Certificate Class one section in each of the two years specialised in physical training, including lectures on hygiene, and that pedagogical drawing was a compulsory subject of study for all students undergoing training. An Inspector of Schools in that province, however, thinks that "pedagogy taught in our normal schools is somewhat out of date", but the Director of Public Instruction says that "the instruction in general is reported to be satisfactory, although there is all too often a lack of life and personality in the practical teaching." Assam continued to be without a training college, being unable to provide the three lacs of rupees which such an institution would cost. As in previous years, teachers from the North-West Frontier Province were trained in the Punjab.

Teachers for vernacular boys' schools.—In Bombay there was a great demand for the training of teachers but accommodation had to be restricted owing to lack of funds. The need for giving primary teachers a training which would be in harmony with rural surroundings was recognised and, with this object in view, the Training School at Nasik was transferred to a village where it was

organised as a rural training school. In Bengal a scheme for the reorganisation of normal and other training schools and for the unification of the rules and curricula was prepared and was under consideration by the Department. In the United Provinces, Government found that a one year course leading to the Vernacular Teachers' Certificate examination, to which reference was made in last year's report, was too short to be of much use and decided to revert to the two years' course. Particular attention was being paid during the year to the improvement of teaching in the infant classes, where says the Director of Public Instruction "the vernacular schools are most inefficient". In this province local boards paid the stipends of pupil teachers in the central training schools but from these schools, says an Inspector, "there comes a legitimate complaint that boards do not pay stipends to pupil teachers punctually. In some instances it has actually been incumbent upon the headmasters to provide in anticipation of the board's payments from their own pockets for pupil teachers who have not means of support". In the Punjab special efforts were made to give the whole system of teaching in the normal school a village bias. The assignment system, to which reference was made in last year's report, proved, according to one headmaster, a success in almost all subjects. "It developed the students' power of thinking and created self-reliance". The project method also succeeded well, especially in its application to the teaching in the infant class. Scouting became a regular feature of the training received, and "with the appointment of physical training supervisors on the staffs of the training institutions, the system of physical training has considerably improved". Refresher courses were held in various places in the Multan division. In Burma, a change to a two years' course for the elementary training class was under consideration, but was postponed owing to the lack of teachers competent to give instruction. In this province the question has arisen whether Government is justified, in view of the growing unemployment of teachers, in training any more vernacular teachers and it was feared that it might be necessary to close most of the elementary training classes. In Bihar and Orissa the authorities were faced with evidence which showed that the type of primary school teacher which was produced by the existing elementary training school was not "competent to tackle the vital problem of wastage and stagnation." In the North-West Frontier Province it was proposed to include, as part of the training given, a short course of lectures in post office work "in order to fit men for the work of sub-post masters in rural offices"; in the opinion of the Director courses of this kind "make the teacher a more useful member of the village community".

Teachers for girls' schools.—In spite of an increase in the number of training colleges and of normal and training schools by 1 and 17 respectively, facilities for the training of women teachers continued to be inadequate. Bengal was without a training college for women. In the United Provinces the Benares Hindu University Training College, "which admits graduates of the Benares

Hindu University and, with special permission, graduates of other universities", provided facilities for the training of women students; the Isabella Thoburn College had a one year's course for graduate teachers, while the Government Training College, Allahabad, admitted women graduates also. Notwithstanding these institutions, "the provision of more facilities for women teachers", says the provincial report, "is one of the most urgent educational needs of the United Provinces". Nor was the position in regard to vernacular training schools in this province satisfactory. "A number of candidates were refused admission to E. T. C. and V. T. C. classes for lack of vacancies." The staff and pupils continue to work with exemplary patience in deplorable conditions. A scheme for expansion was ready, but owing to lack of funds no progress could be made. The North-West Frontier Province reports that instruction in the senior vernacular class was satisfactory. As regards the junior vernacular class, however, the Inspectress of Girls' Schools had serious doubts whether, as was thought last year, the students could do justice to their course in two years instead of three.

VII.—PROFESSIONAL AND TECHNICAL EDUCATION.

The following table gives statistics regarding institutions for professional and technical education:—

Type of Institution.	1929.		1930.	
	Institutions.	Students.	Institutions.	Students.
Law colleges and schools .	16	7,572	16	7,585
Medical colleges and schools .	41	9,693	45	10,679
Engineering colleges and schools	17	4,159	18	4,349
Agricultural colleges and schools	23	1,604	24	1,529
Commercial colleges and schools	156	8,676	144	9,175
Forest colleges	2	107	2	102
Veterinary colleges . . .	3	428	3	464
Technical and Industrial schools	492	27,266	497	23,343
Schools of Art	12	2,331	16	2,396
TOTAL (British India) .	762	61,836	765	59,622

It will be observed that, while the total number of institutions shows a slight increase, the number of students has decreased by more than three per cent. owing to a fall of over 10 per cent. in the number of pupils in technical and industrial schools. A decrease has also occurred in forest colleges and agricultural colleges and schools.

Many of these institutions are not under the control of the provincial Education Departments and consequently the reports of Directors of Public Instruction do not contain full information on

their activities. The following is however gleaned from the provincial reports:—

Law.—Patna reports that the direct cost of the Patna Law College is no longer covered by the fees received.

Medical.—The Punjab is now dependent on the generosity of Madras for the training of a large number of its students in midwifery, but it is expected that, when the new maternity hospital, which is now in course of erection, is finally completed, facilities would be available in the province and “the problem of teaching midwifery according to the requirements of the General Medical Council” will be finally solved. An event of note in the annals of the King Edward Medical College, Lahore, was the admission, for the first time since 1913, of two women candidates. Bombay reports that the new building for a pathological and bacteriological laboratory in the Grant Medical College, for which Sir Dorab Tata generously gave Rs. 2 lakhs, has been completed and occupied during the year.

Engineering.—During the year students of the College of Engineering, Poona, visited on their annual tours many places of scientific interest, including the Nizamsagar project and the Colaba Compressor Station. At the Bengal Engineering College, Sibpur, visiting lectures by experts were continued. “The question of the affiliation of the Mechanical Engineering Department of this college to the University of Calcutta for a degree course in mechanical engineering was under consideration”. At the Ahsanulla School of Engineering, Dacca, a new scheme of practical training was introduced, under which “the first twelve students domiciled in Bengal who passed the Overseer Examination have to undergo practical training in the Public Works, Irrigation, or Public Health Department and thereafter appear at a practical examination.” From Bihar and Orissa it is reported that, in view of certain difficulties experienced by apprentices in securing facilities in firms for practical training, Government was considering a proposal “to replace the mechanical apprentice course and the artisan class by an improved course combining the best features of both.” The Central Provinces report that “there is a marked improvement each year in the educational qualifications of the candidates appearing in the entrance examinations” of the Government Engineering School, Nagpur.

Commerce.—Bengal reports that lack of funds stands in the way of effect being given to a scheme for the reorganisation of the Commercial Institute Board. Madras witnessed, during the year, the opening of a class in co-operation in the Government Institute of Commerce. At the Sydenham College of Commerce, Bombay, the percentage of passes fell considerably, owing partly to “the fact that students are required to pass in English in addition to other subjects”. A feature of the work done at this college was that special courses of lectures were delivered for the benefit of the public.

Agriculture.—At Anakapalle, in the Madras Presidency, facilities were provided in the Research Station for the training in practical agriculture of a limited number of agriculturists. The Hooghly District Board attached so much importance to the study of agriculture that it made it a compulsory subject in all primary schools under its direct management. In the Punjab Agricultural College, Lyallpur, the short courses, in the vernacular class, in fruit culture continued to be popular.

Art Schools.—A new music college was opened at Chidambaram, in the Madras Presidency. Bengal reports that certain proposals regarding the teaching of music in secondary schools and the establishment of training colleges for teachers in music were under the consideration of Government. The Punjab reports that in the Mayo School of Arts cabinet making, blacksmithy, copper-beating and commercial painting and fine art continued to be the most popular subjects.

Other Technical and Industrial Schools.—The Director of Public Instruction, Punjab, notes with satisfaction the creation in high caste Hindu boys reading in the Victoria Diamond Jubilee Hindu Technical Institute, Lahore, of a liking for manual labour and industrial occupations. The work of the Government Technical Institute, Burma, was interrupted during the year for two weeks by strikes. The Director complains of "the low standard of general education, the poor knowledge of English and the irregularity of the students" attending lectures in civil and mechanical engineering. The De La Salle Institute, Twante, Burma, teaches planting, engineering and poultry farming.

VIII.—EDUCATION OF SPECIAL CLASSES.

(i) *The Chiefs' Colleges.*—The following was the enrolment at these colleges during the year:—

Mayo College, Ajmer	97
Aitchison College, Lahore	102
Daly College, Indore	85
Rajkumar College, Rajkot	40
Rajkumar College, Raipur	46

The tone and discipline of the colleges were satisfactory. It is to be hoped that something will be done to introduce common messes; the mess started in the Jaipur House in the Mayo College is a step in the right direction. The financial position of all the colleges except one—the Mayo College, Ajmer—was satisfactory. The Chiefs' Colleges prepare mainly for the Diploma Examination conducted by the Government of India. The number of candidates who appeared for this examination during the year was 45 out of whom 33 passed, including twelve from the Prince of Wales Royal Indian Military College, Dehra Dun. The Government of India also conduct the Higher Diploma Examination for which, during the year, only one candidate appeared.

(ii) *Education of Europeans and Anglo-Indians.*—The following table gives the figures for European schools in India:—

—	Number of schools.	Number of scholars.	Total expenditure.
			Rs.
For boys	163	26,179	44,11,938
For girls	260	31,590	42,43,659
TOTAL	423	57,769	1,60,69,450*

* Inclusive of Rs. 74,13,853 spent on inspection, buildings and miscellaneous items.

Though the total number of schools remained constant, there was a decrease of 11 in the number of schools for boys and an increase of the same number under schools for girls. The number of pupils, however, increased by 1,851 to 57,769, but Assam reports a decline in enrolment from 395 to 371 and the Director hopes that "it is casual and does not reflect the economic condition of the Anglo-Indian community".

There were 3,140 girls reading in boys' schools and 6,991 boys in girls' schools. Of the 57,769 scholars 12,111 or nearly 21 per cent. were non-Europeans, an increasing number of whom is applying for admission. Expenditure on European Schools increased by a little over one lakh in institutions for boys and by more than a lakh and a half in those for girls. There was, however, a decrease of Rs. 75,501 under the head of inspection, buildings, and miscellaneous items. The subjoined table shows the percentage of cost of European education in each province borne by public funds, fees and other private funds respectively.

Province.	PERCENTAGE OF COST OF EUROPEAN EDUCATION BORNE BY		
	Public funds.	Fees.	Other private funds.
Madras	33.2	26.5	40.3
Bombay	35.8	40.4	23.8
Bengal.	24.7	42.8	32.5
United Provinces	35.8	35.4	28.8
Punjab	51.7	26.9	21.8
Burma.	30.0	46.3	23.7
Bihar and Orissa	39.0	37.6	23.4
Central Provinces	23.9	41.8	34.3
Assam	24.6	56.5	18.9
North-West Frontier Province	40.7	59.3	..
TOTAL (British India)	32.1	38.1	29.8

Madras reports that Government decided to exempt poor girls studying in standards up to and inclusive of the seventh standard from the payment of school fees.

During the year under review some changes took place in the courses of study. Under the new Code of Regulations for European Schools in Bengal vocational training became an intrinsic feature of the higher grade school. Domestic science was included by 11 schools as part of the ordinary curriculum in certain classes. In the United Provinces, the revised curriculum, to which reference was made in last year's report, was brought into force and science was introduced in certain high schools. In the Punjab there were complaints about the courses of study for the middle school examination and several of these courses were being revised "with a view to make them a suitable preparation for the Cambridge school certificate and the Punjab matriculation examinations". There were some changes also in examinations. In Bombay the Oxford Higher Local Examination was replaced by the Cambridge Higher School Certificate Examination. In the Punjab, the High School Examination was replaced by the Cambridge School Certificate Examination. In Bengal a tendency is noticeable to adopt public examinations in vocational subjects. The St. Thomas' School for girls made arrangements for needlework and dress-making to be annually examined by the London Institute. In the case of the Dove Hill School and Queen's Hill School, domestic science subjects were examined by the City and Guilds Examination Committee, London. In Bombay the Inspector notes that "the Cambridge Examinations this year showed a gratifying all round improvement in results". In fact examination results in all provinces were satisfactory.

The chief feature of girls' education was the increased interest shown in vocational subjects. In Madras, the special subjects centre was very popular and there was a rush of applications for admission to the training class in domestic science and needlework. In Bombay the domestic science courses, showed signs of being both popular and practically useful. In Bengal, domestic science was taken by many but in the Punjab it was losing ground.

Bengal reports that "an increasing tendency is evident among European and Anglo-Indian students to take advantage of university education". In Bengal, the successes achieved at the I.Sc. and I.A. examinations were notable. In Bombay, out of the 50 pupils who appeared for the Matriculation Examination 28 or 56 per cent. passed. In the Punjab, the Chelmsford Training College was reorganised so as to bring it into closer connection with degree courses of the University, and the Principal of the Lawrence College, Ghoragali, testifies to the stimulus to further study that has resulted therefrom. He states that "it is gratifying to learn that five of the students who very recently left us have been successful in obtaining the B.A. degree".

It is interesting to note that the importance of a knowledge of the vernacular is being recognised. In the Punjab, Urdu was included in the curriculum and in Burma the number of European pupils who took Burmese was steadily increasing.

(iii) *Education of Muhammadans.*—The number of Muhammadan scholars in various institutions during 1929 and 1930 was as follows:—

Institutions.	NUMBER OF MUHAMMADAN SCHOLARS ON MARCH 31ST.					
	1929.			1930.		
	Males.	Females	Total.	Males	Females.	Total.
Arts colleges and Universities .	8,609	46	8,745	9,029	61	9,090
Professional Colleges . .	2,419	9	2,428	2,554	8	2,562
Secondary and primary schools	2,251,528	469,645	2,721,173	2,332,222	495,081	2,827,253
Special schools .	147,780	1,003	149,383	153,013	1,572	154,585
Unrecognised Institutions .	162,921	70,519	233,440	165,922	74,086	240,008
TOTAL .	2,573,347	541,822	3,115,169	2,662,740	570,758	3,233,498
Percentage of population .	8.3	1.9	5.2	8.6	2.0	5.4

The enrolment in all institutions, both recognised and unrecognised, increased. The percentage of Muhammadan scholars, both male and female, increased by 0.2 to 5.4 as against an increase of 0.14 (from 4.92 to 5.06) in the case of pupils of all communities taken together; hence it can be seen that, in spite of the inevitable wastage, Muhammadan education has made some progress which compares, not unfavourably, with the rate of progress of the population of India as a whole. It will be observed by reference to table IV-A that while 2 per cent. of the total number of Hindu scholars are reading in unrecognised schools, over 6 per cent. of the total number of Muhammadan scholars are reading in such schools, generally in Mulla schools where emphasis is laid almost entirely on religious instruction based on the teachings of the Quran. Madras reports an increase in the number of pupils reading in secondary schools but a decrease from 431 to 406 in the number of those reading in arts colleges. In the matter of Mapilla education, special educational facilities in the shape of scholarships and fees concessions were continued. In Bombay the percentage of Muhammadan pupils to the total number of pupils of all communities continued to be much higher than the percentage of the Muhammadan population to the total population; and barring that for advanced Hindus "it is considerably higher than

the average percentage for all communities". In the matter of higher education, though there was progress, the community had much leeway to make up. The Director is clear in his mind that the community was realising the economic value of the knowledge of English as was evident from the increasing demand for English and Anglo-Urdu classes. Bengal records a gratifying increase in the number of Muhammadan pupils under instruction in collegiate, secondary and primary classes. The Director states that during the year Muhammadans constituted 50.2 per cent. of the total number of students under instruction. The Punjab reports satisfactory progress, the number of Muhammadan boys under instruction representing 50.5 per cent. of the total enrolment; while of the total increased enrolment during the year 56.3 per cent. was claimed by Muhammadans. In fact the rate of progress among Muslims was higher at all stages in comparison with the Hindus and Sikhs, except at the primary stage where the Sikhs advanced somewhat more rapidly. The increasing use by such Agencies as Malakand, Swat State, Khyber, Kurram and Waziristan of facilities for education provided in the North-West Frontier Province is a gratifying feature of Muhammadan education during the year. The number of public schools increased from 61 to 69 and the number of scholars by 344 to 4,027. The tribal areas of Shirani and Bhattani country possessed no schools. There were 39 trans-frontier students in the Islamia College and school, of whom twenty-one were Afridis, four Shinwaris, three Dirwalas, five Swatis and five Chitralis.

In the United Provinces the percentage of trained teachers in the maktabs was negligible and the Director is of opinion that both the proportion and qualifications of the Muslim teachers in primary schools could be increased if larger numbers of suitable Muslim candidates are selected for training. The difficulty of securing trained Muslim teachers was greatly felt in regard to girls' education. Says the Madras report: "As regards girls' schools especially is felt the difficulty of securing trained Mapilla women-teachers; in fact two schools that were sanctioned by Government for Ernad taluk in 1929-30 could not be opened as teachers for work in the interior part of that taluk were not forthcoming". In the Agencies the lack of trained men among primary schools was most severely felt, as only nine out of thirty-three were certificated. The Director thinks that this deficiency is serious.

(iv) *Education of the Depressed Classes.*—A uniform method of classification has not been adopted in all the provinces and consequently it is difficult to give accurate figures for the total number of the depressed classes under instruction. The majority of the provincial reports, however, use the term "untouchables"—the name under which the outcaste Hindus are generally known—separately from other backward classes like the aborigines and other hill tribes. In Burma there are no "untouchables" and in Assam the figures for depressed classes are not separately given, these being included under Non-Brahmans, a very comprehensive

term. The following table gives the figures for "depressed class" pupils under instruction in seven provinces:—

Province.	NUMBER OF PUPILS ON MARCH 31st.		
	1929.	1930.	Increase or decrease.
Madras	324,862	342,400	+17,538
Bombay	61,048	62,179	+1,131
Bengal	405,643	418,769	+13,126
United Provinces	119,152	122,563	+3,411
Punjab	28,071	33,203	+5,132
Bihar and Orissa	23,562	24,680	+1,118
Central Provinces	43,487	44,859	+1,372
TOTAL	1,005,825	1,048,653	+ 42,828

In all the seven provinces there has been increase in the number of scholars. This is gratifying, but the percentage increase is less than that noticed for the year 1928-29, it being only 4.25 as against 9.2. A reference to tables IV-A and B and V-A and B of the reports from these provinces shows that, except in Bihar and Orissa, there was a satisfactory increase in the number of scholars reading in the primary and secondary stages, but the pace at which university education has proceeded is not encouraging except in Bengal. In Madras there were 64 students in the arts colleges and none in professional colleges; in Bombay 25 were receiving collegiate instruction; in Bengal 807 in arts and 763 in professional colleges; in the United Provinces 7 in arts and 5 in professional colleges; in the Punjab 2 in arts; in Bihar and Orissa *nil* and in the Central Provinces 19 in arts colleges.

The Hartog Committee opined that "the education of these classes raises a question of great difficulty and importance since their children are, in many places, actually excluded from the ordinary public schools on the ground of caste alone". It is pleasing therefore to note that the number of pupils who are receiving instruction in publicly-managed schools increased during the year. The United Provinces report that "the tendency was still for an increase of depressed classes children in the ordinary schools"; that the prejudice against them was breaking down to such an extent that "boys of high caste attend depressed class schools where such have reasonably good teachers", and that if the rate of their progress was not faster than it was, it was due largely to their "poverty and apathy". Madras, where the caste system is perhaps most rigid, continued to pursue a vigorous policy of removal of the disabilities of the depressed classes. In the course of discussion in the local Legislative Council, the Hon'ble Minister informed members that "orders had been issued to the effect that grants would be withheld from institutions which refused admission to depressed class pupils and that schools from which caste pupils withdrew on account of admission of depressed class pupils had

been ordered to be continued with the depressed class pupils alone". During the year Government also informed the local boards that the need for the establishment of separate schools was disappearing and that the question of the general abolition of these schools deserved consideration at the hands of the local boards. During the year 133 schools held in *agraharams*, *chavadies*, etc., from which the depressed class children were excluded, were removed to places accessible to them, as against 122 in the previous year. In Bihar and Orissa the question was under consideration whether schools receiving Government assistance should not be prevented from excluding any pupil on the ground of caste, but was dropped for the time. Bombay reports that the old prejudices against untouchability were losing ground day by day. In the Punjab, as the result of a report from an officer specially deputed to enquire into the position of the depressed classes in regard to education, Government issued a resolution in which educational officers were asked to give all possible encouragement to the education of these classes and to remove any disabilities under which they might be labouring on account of local prejudice.

All the provincial reports furnish evidence to show that the urgency of the problem is recognised and that authorities charged with responsibility in the matter have not been slow to take special measures for the expansion of the education of the depressed classes. In Madras liberal concessions were made such as the free supply of clothes, scholarships, stipends for teachers' training, grant of exemption in deserving cases from the payment of examination fees and grants to private bodies to enable them to maintain educational institutions and hostels for the benefit of the depressed class pupils. Bihar and Orissa reports a method of giving an impetus to the education of these pupils adopted by the Gaya Municipality according to which the Municipality decided to give rewards to teachers on the success of boys of the untouchable castes at the annual examination.

(v) *Education of Defectives*.—The following table shows the figures, in so far as they are available, of institutions for the education of the blind and deaf-mutes in India:—

Province.	NUMBER OF SCHOOLS.			NUMBER OF PUPILS.		
	For Deaf-mutes.	For the Blind.	Total	Deaf-mutes.	Blind	Total.
Madras	2	4*	6	218	112	376†
Bombay	4	3	7	180	138	318
Bengal	5	1	6	231	80	311
United Provinces . . . . .	..	1	1	..	11	11‡
Punjab . . . . .	..	1	2§	..	24	56
Burma . . . . .	..	2	2	..	49	49
Bihar and Orissa . . . . .	..	2	2	..	76	76
Central Provinces and Berar . . . . .	..	..	2	..	..	29
TOTAL	11	14	28	629	490	1,226

* Two of these schools are combined institutions for the Blind and Deaf and Dumb.

† Includes 40 pupils in the Blind, Deaf and Dumb Institute, Madras, which are not classified into blind and deaf-mute pupils.

‡ There is also a Mission school for the Blind at Rajpur, Dehra Dun, statistics of which are not available.

§ Includes an aided school for defectives, exact classification of which is not known.

In Madras, the scholarships granted to four pupils at the central Institute for Defectives, Mysore, were continued during the year. The Deaf and Dumb schools at Mylapur and Palamcottah are taking an active part in the boy-scout and girl-guide movements. In Bombay, every possible effort is made to keep in touch with the pupils after they leave and to secure suitable employment for them. In the Punjab, the question of introducing additional crafts in the school for the Blind, Lahore, is under the consideration of Government.

In addition to the institutions for the blind and deaf-mutes, the Children's House at Kurseong (Bengal) had 20 physically or mentally sub-normal children on its rolls; while the Leper Schools at Bapatla (Madras) and Purulia (Bihar and Orissa) had 9 and 175 pupils respectively.

IX.—MISCELLANEOUS.

(i) *Education in legislative bodies.*—All legislatures in the country, central as well as provincial, showed, during the year under review, their usual keen interest in educational affairs. The Madras Legislative Council concerned itself largely with legislation relating to the Andhra University. It passed two Bills, one of which was an amending Bill authorising Government to contribute a sum of Rs. 27 lakhs to the Andhra University for an endowment fund. The revision of the Primary Education Act was also under consideration. Bombay bestowed attention to the question of the education of young offenders against the law. The Bombay Borstal Schools Act provided for the establishment of Borstal schools in the Presidency to take boys from 16 to 21 years of age and keep them there up to the maximum age of 23. It was intended to give in these Borstal Schools "such industrial training and other instruction as will conduce to their reformation and the prevention of crime". In Bengal, during the latter part of 1929, Government introduced a Primary Education Bill, which, after passing through several vicissitudes, was withdrawn with a promise that it would be introduced again during the ensuing session. A non-official Bill was introduced to amend the law relating to the University of Calcutta, but it did not make further progress as the member in charge of it subsequently retired from the Council. A resolution was, however, passed by the Council recommending to Government "the urgent necessity of promulgating rules and regulations for making it compulsory in all schools for boys to take lessons in physical training and military drill and in all colleges for students to receive military training". In the United Provinces Legislative Council a resolution was passed which called for the appointment of a committee to consider how all the boys and girls in the United Provinces could be made literate. Girls' education seems, however, to have interested the members of the Council most and a resolution which was accepted by Government recommended "the establishment of at least one anglo-vernacular middle school for girls in each district". In the budget discussions, again, cuts were

carried to impress on Government the desirability of furthering girls' education. The Punjab reports that the local Legislative Council continued its keen interest in educational matters and that it adopted in 1929 a resolution recommending the appointment of a committee "to find out ways and means for introducing compulsory primary education throughout the province". The resolution was accepted by Government and a committee with wide terms of reference was appointed. The number of questions relating to educational matters asked in the Bihar and Orissa Legislative Council was only 213 as against 532 in the previous year. There were no Bills and only one resolution was moved, which was later withdrawn, which recommended that "honours classes in English and Economics should be opened in the Greer Bhumihar Brahman College at Muzaffarpur". In the Legislative Assembly there was an important debate occasioned by the publication of the Skeen Committee Report. The Committee had invited the attention of the Government of India "to the paramount national importance of reforming the system of education in India with a view to developing in the pupils of the ordinary schools and colleges those characteristics so essential in an Army Officer to which little or no attention is at present paid by them" and a non-official resolution was moved recommending that steps should be taken to ascertain and remove the defective character training of the system. Several amendments were moved and eventually the resolution was adopted in an amended form recommending to the Governor General in Council "to take early steps to examine the present system of education in India with the object of remedying the defective character-training of the system as emphasised and brought to the public notice by the Indian Sandhurst Committee with a view to the removal of these defects in the system for the purpose of providing a steady flow of really first class material for recruitment to the public services including the service of defence". The Government of India have since forwarded this resolution to the local Governments and Administrations.

(ii) *Boy Scouts and Girl Guides*.—In Madras the scouts of all ranks increased during the year by 517 to 13,517. The movement is spreading rapidly into the villages and there were several village troops in the southern and western districts of the Presidency. "Training camps were conducted in several places and about 400 scout-masters were trained in them." The great scouting event of the year was the International Jamboree held at Birkenhead in England. A provincial contingent was sent which returned with a good deal of valuable scouting experience. A notable fact about the movement in Madras, was that the scouts there had their own magazine, the "South Indian Boy Scout Magazine", which was widely read and had become a recognised medium of propaganda in scouting. There was a striking increase in the number of girl guides from 2,749 in 1928-29 to 3,901 during the year under review. "Sixteen Blue-bird Flocks were formed in the Corporation schools" and "one Company of Muhammadan guides in the Hobart Training School, Royapetta". The Association continued to

receive "the usual grant of Rs. 4,000 from Government", while Raja Sir Annamalai Chettiar generously donated another Rs. 4,000. The Bombay Scouts Association reports that the number of scouts of all ranks was 26,776 during the year 1928-29. The Provincial Scout Secretary writes of a commendable performance, "the effort put forward by local Associations to secure Headquarter buildings in their own areas". He also notes that Bombay sent the largest contingent of scouts to the International Jamboree at Birkenhead. A grant of Rs. 40,000 was paid to the Association by the Bombay Government. The number of girl guides showed a remarkable increase from 873 to 5,267. Their Association received the annual grant of Rs. 5,000 from the local Government. The scout movement in Bengal was during the year gradually gaining in popularity, but the progress of the girl guides was slow. The Government paid to the Boy Scouts Association a grant of Rs. 6,000. In the United Provinces scouting "was as popular as ever in many cities . . . but it is somewhat hampered by political distractions"; and as for girl guides, lack of captains hindered development. Like several other provinces the Punjab also sent a contingent of scouts to the Jamboree at Birkenhead. While in England the scout masters who accompanied the contingent underwent special training at the Boy Scouts' Training Centre at Gilwell Park and qualified for the coveted Wood Badge. The Director of Public Instruction, Punjab, reports that "the girl guide movement is spreading" and that "an excellent beginning has been made in physical training and games for girls". Bihar and Orissa also took part in the International Jamboree. Burma reports a "marked increase of interest and enthusiasm in scouting". An all-Burma camp was held at Kokine "to which 800 scouts came from all over the Province". In the girl guide movement steady progress was observed and guide literature was being translated and a magazine was started. The Director of Public Instruction, Central Provinces, pays a tribute to the scout movement which was exercising "a valuable and healthy influence" on the lives of the boys of that province. In that province the year was one of great activity. Their number showed the highest increase in all India from 20,159 to 28,801. "Cases of fire fighting, rescue from drowning, rendering first aid at motor car accidents, and helping bullock wagons across river beds," are reported among their activities. The progress of girl guides also was satisfactory. The North-West Frontier Province also reports that a contingent consisting of eighteen scouts attended the Jamboree in England. While there, it earned commendation and two scout masters took the Wood Badge course at Gillwell Park, passing also the practical tests. The total strength of the scouts in the province was estimated on the 30th June 1930 at 3,213 of all ranks. The Director says that "up to the present * * scouting has flourished" and referring to the civil disobedience movement hopes that "for the sake of the boys of the Frontier * * the turbulence of the last three months has done little, if any, damage to this most valuable movement".

(iii) *Discipline*.—The year under review was a period of severe trial and anxiety to educational authorities in several

provinces. Political events exercised a very disturbing influence on the minds of students and discipline was sorely tried. As the non-co-operation movement in 1921 showed, politics in this country has a fatal fascination for the student population, and when the civil disobedience movement was launched early in 1930, it was found that many of the students began to mistake their proper vocation and indulge in objectionable activities in sympathy with the movement. In Bengal many overt acts of indiscipline were committed, including a "disgraceful demonstration by the students of the town of Rangpur during the visit of H. E. the Governor of Bengal". In the United Provinces picketing of schools and scenes of disorder were witnessed in many schools. "Special efforts were made to involve the school children in the movement and they were induced to take part in anti-Government demonstrations." The Central Provinces report that the even tenor of school life in urban areas was more than once disturbed by political influences, with the result that, as a divisional Inspector of Schools in the Provinces remarked, even "an experienced school master" could do nothing but "laugh at the discipline and weep for the future of boys" when he saw "classes walking out of the school". And, as the Director, United Provinces, says, unfortunately school-masters sought in vain for support in the home influence of the boys. All teachers, however, were not loyal. There were some teachers whose attitude gave cause for anxiety. An inspector of schools in the United Provinces reports "that some irresponsible members of district boards spread or encourage the idea of civil disobedience among teachers in schools". The Central Provinces also report that "the work of the schools in the Raipur District was disturbed on account of the political activities of the teachers". There was however a silver lining to the cloud. The Director of Public Instruction, Punjab, reports that, thanks to the good sense that prevailed in the community as a whole and to the commendable conduct of the teachers, the schools were able to weather the storm. The North-West Frontier Province was not much affected and the Director hopes that "the recent disturbances will not too seriously mar the current year's record". Bombay reports that the discipline and work of the colleges was "very little disturbed by outside movements". The Principal, Deccan College, says—"discipline and morale were excellent, and there were no strikes, hartals, or disturbances of any description. I attribute this to the cordial relations existing between the students and the staff, and the efforts which have been made to divert the minds of the undergraduates to the healthier channels of athletics". The Bihar and Orissa reports that colleges were less disturbed than schools. From the Central Provinces comes good news that "the general tone and discipline of the colleges are reported to have been on the whole satisfactory".

(iv) *Libraries*.—During the year the library movement made satisfactory progress. Madras evinced great interest in the spread of public libraries. Provincial grants aggregating to nearly Rs. 50,000 were paid to them, of which the share of village panchayats was Rs. 24,940. The Madras Library Association also

did useful work by the publication of vernacular books suitable to village libraries. In certain districts of the United Provinces the scheme of circulating libraries was in operation. The books issued in four of these districts numbered 8,114, 15,551, 8,121, and 42,080 as against 4,352, 19,878, 990 and 28,164 in 1928-29. The libraries were increasing in popularity and the Director says that the demand out-numbered the supply. The Punjab reports that "as villagers become accustomed to the idea of village libraries, they are making increasing use of them", and that, even though illiterate, the peasants were collected at the library to listen to the reading of useful literature. Assam was in need of money and the allotments made were not sufficient. In the Central Provinces village libraries, which were started in connexion with district council vernacular middle schools with the help of Government grant, were doing, on the whole, useful work. A grant of Rs. 1,855 was distributed among the 22 district councils for the maintenance of these libraries in the Nerbudda Circle. The Director says that local bodies did not seem to be keen on much expenditure in this direction and thinks that more organisation and systematic registration were required for the success of the scheme.

APPENDIX.

BRITISH INDIA.

General Educational Tables, 1929-30.

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General Summary of Educational Institutions and Scholars.

				Percentage of Scholars to population.			
				Recognised Institutions.		All Institutions.	
				1930.	1929.	1930.	1929.
Area in square miles	1,091,359						
Population—							
Males	127,043,304	Males	7·67	7·49	8·07	7·89	
Females	120,287,109	Females	1·79	1·69	1·88	1·78	
Total	247,330,413	Total	4·81	4·67	5·06	4·92	

Recognised Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1930.	1929.	Increase or decrease.	1930.	1929.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	16	...	(a) 19,127	8,078	+ 949	...
For Males.							
Arts Colleges	222	223	—1	68,908	67,163	+1,805	(a) 21,999 (b) 44,416
Professional Colleges	64	64		17,412	17,425	—13	(c) 1,801 (a) 13,083 (b) 2,494
High Schools	2,642	2,556	+ 86	850,283	509,504	+ 40,719	(c) 636,286 (d) 213,997
Middle Schools	9,429	9,010	+ 419	1,216,982	1,142,929	+ 74,053	(c) 899,731 (d) 817,251
Primary Schools	173,686	171,387	+1,299	8,030,772	7,880,813	+149,959	(d) 8,030,772
Special Schools	8,863	8,501	+ 62	315,917	313,032	+ 2,885	...
Totals	198,966	192,041	+1,865	10,500,334	10,230,926	+ 269,408	...
For Females.							
Arts Colleges	19	19		1,519	1,361	+ 155	(a) 847 (b) 824 (c) + 348
Professional Colleges	8	7	+ 1	240	227	+ 13	(a) 161 (b) 70
High Schools	302	278	+ 24	72,597	63,604	+ 8,993	(c) 85,422 (d) 37,175
Middle Schools	779	743	+ 36	106,346	95,879	+ 10,467	(c) 16,957 (d) 89,889
Primary Schools	31,408	30,303	+1,105	1,193,312	1,133,043	+ 60,269	(d) 1,193,312
Special Schools	394	389	+ 5	15,227	14,041	+ 536	...
Totals	32,910	31,789	+1,171	1,389,241	1,308,753	+ 80,483	...
Unrecognised Institution							
For Males	30,419	30,792	—373	537,926	541,470	—3,542	...
For Females	3,695	3,430	+ 265	78,596	70,872	+ 1,724	...
Totals	34,114	34,222	—108	616,524	613,342	—1,818	...
Grand Totals	260,946	258,018	+ 2,928	12,515,126	12,166,104	+ 349,022	...

(a) In Graduate and post-graduate classes.

(b) In Intermediate classes.

(c) In Secondary stage.

(d) In Primary stage.

(e) Includes 324 scholars of professional colleges in Burma and 105 Law scholars in Delhi.

* Includes 51 scholars in secondary stage in Bihar and Orissa, and Assam.

† Includes 136 scholars in primary stage in Bangalore.

‡ Includes 19 scholars in secondary stage in Assam.

NOTE 1.—There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

NOTE 2.—Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.				PERCENTAGE OF EXPENDITURE FROM					COST PER SCHOLAR TO					Total cost per scholar.
1930.	1929	Increase or decrease		Govt. funds.	* Local funds.	Fees.	Other sources.		Govt. funds.	* Local funds.	Fees.	Other sources.		
1	2	3		4	5	6	7		8	9	10	11		12
Rs.	Rs.	Rs.							Rs.	Rs.	Rs.	Rs.		Rs. a. p.
Direction and Inspection	1,15,56,932	1,11,55,007	+4,01,945	93.5	0.2		0.3		Rs.	Rs.	Rs.	Rs.		Rs. a. p.
Universities	1,19,52,653	1,43,20,539	-23,76,886	50.5	...	36.3	13.2		...	...	...	...		...
Boards of Secondary and Intermediate Education.	3,48,425	3,17,351	+31,074	25.7	...	71.3			...	...	...	...		...
Miscellaneous	4,72,42,078	4,95,57,611	-23,15,533	45.9	13.8	15.5	24.8		...	...	...	...		...
TOTALS	7,11,00,108	7,53,50,508	-42,50,400	54.3	10.2	16.7	18.8		...	...	...	...		...
<i>Institutions for Males</i>														
Arts Colleges	1,40,17,145	1,86,22,931	+4,61,224	12.4	0.5	43.8	13.3		87.9	0.15	90.5	1.7	27.8	206.7
Professional Colleges	75,31,458	77,61,172	+2,29,714	72.1	2.3	22.5	3.1		316.9	10.1	98.4	2.2	13.9	438.15
High Schools	4,62,80,296	4,42,01,804	+20,87,492	31.5	3.8	51.2	13.3		16.6	1.15	26.19	3	7.0	52.1
Middle Schools	2,37,96,310	2,26,94,969	+11,01,340	38.7	24.0	27.1	10.3		7.9	4.10	5.4	10	2.0	19.8
Primary Schools	6,69,74,147	6,50,84,476	+18,89,671	50.8	32.2	8.0	9.0		3.10	2.11	0.40	7	0.12	18.5
Special Schools	1,73,29,714	1,73,51,557	+21,843	66.4	4.9	10.5	18.2		37.7	2.11	5.15	4	10.4	56.7
TOTALS	17,67,38,070	17,07,16,839	+60,21,231	46.1	17.0	25.5	11.4		7.12	2.13	4.4	8	1.14	76.13
<i>Institutions for Females.</i>														
Arts Colleges	5,32,772	5,27,801	+4,971	62.6	0.3	18.5	18.6		361.13	1.4	77.10	2	77.10	418.6
Professional Colleges	3,17,314	2,74,779	+42,535	82.4	...	10.2	7.4		1,089.4	...	134.13	0	98.0	1,322.2
High Schools	67,63,501	61,20,655	+6,42,846	43.2	1.9	33.6	21.3		39.9	1.12	30.13	1	19.9	91.12
Middle Schools	38,86,027	37,14,921	+1,71,106	39.6	14.4	30.9	14.4		14.7	5.4	5.8	1	11.4	36.8
Primary Schools	1,21,93,271	1,14,89,963	+7,03,308	45.1	36.2	3.2	15.5		9.9	3.11	2.0	5.3	1.9	10.3
Special Schools	27,50,955	25,31,875	+2,19,080	66.7	2.5	4.5	28.3		120.9	4.7	8.1	1	47.8	180.10
TOTALS	2,64,43,840	2,46,62,994	+17,80,846	46.9	19.5	13.2	20.4		8.15	3.11	2.8	2	3.13	19.0
GRAND TOTALS	27,42,82,018	27,07,39,341	+35,42,677	48.3	15.5	22.0	14.2		11.2	3.9	5.1	4	3.4	23.0

N.B.—For explanation of certain terms used in the tables please see overleaf.

* Include both District Board and Municipal Funds.

† Includes expenditure on buildings.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In tables IV-A and IV-B, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this tables XI and XII.

6. *Intermediate colleges and examinations*.—An “Intermediate college” means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The Intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The expenditure on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading “Hindus” may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, “Higher castes” and “Depressed” or “Backward classes”, or “Brahmins” and “Non-Brahmins”, etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table IX is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS												
Universities	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education	4	..	..	2	..	6	..	..	..	..	..	..
Colleges —												
Arts and Science*	32	1	..	82	11	129	3	..	..	6	1	10
Law	4	..	..	3	7	14	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	1
Education	15	..	..	..	..	15	2	..	..	3	2	7
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	7	..	..	..	1	8	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	..	..	..
Intermediate and 2 ^d grade Colleges	29	..	1	49	14	93	2	..	..	7	..	9
TOTALS	106	1	2	140	37	286	7	..	..	17	3	27
High Schools	329	148	99	1,505	561	2,642	44	2	1	244	11	302
Middle Schools { English	102	466	145	2,191	759	3,663	25	1	13	257	22	318
{ Vernacular	53	4,548	86	1,069	10	5,764	91	42	73	240	6	461
Primary Schools	3,165	57,232	4,305	97,406	10,378	172,686	386	6,416	1,638	19,214	3,754	31,408
TOTALS	3,649	62,394	4,835	102,171	11,708	184,757	546	6,461	1,725	19,964	3,793	32,469
Special Schools. —												
Art	6	1	1	6	2	16	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	19	..	..	4	8	31	2	..	..	2	..	4
Normal and Training.	417	63	12	41	6	544	127	1	3	83	4	218
Engineering †	9	..	..	1	1	11	..	..	..	..	..	..
Technical and Industrial	135	23	7	230	16	411	4	..	..	77	5	86
Commercial	18	..	1	23	90	132	..	..	..	6	..	6
Agricultural	10	1	1	3	..	15	..	..	..	1	..	1
Reformatory	10	..	..	3	..	13	..	..	..	..	..	..
Schools for Defectives.	1	..	1	25	..	27	..	..	..	4	..	4
Schools for Adults	24	1,720	191	1,542	580	4,057	..	4	..	14	..	18
Other Schools	88	26	10	2,742	738	3,604	28	2	..	25	1	57
TOTALS	739	1,889	224	4,620	1,441	8,863	161	7	3	213	10	394
TOTALS FOR RECOGNISED INSTITUTIONS.	4,498	64,234	5,061	106,949	13,186	193,928	714	6,468	1,728	20,194	3,803	32,910
UNRECOGNISED INSTITUTIONS	..	83	12	76	30,243	30,419	..	10	14	21	3,650	3,695
GRAND TOTALS, ALL INSTITUTIONS.	4,498	64,317	5,073	107,025	43,434	224,347	714	6,478	1,742	20,215	7,453	36,605

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

II-A.—Distribution of Scholars attending

	Government.			District Board			Municipal Board.		
	Scholars on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No of residents in approved hostels	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
University and Intermediate Education. (a)									
Arts and Science (b) & (c).	18,730	16,819	5,594	63	60	62	96	92	46
Law	1,687	1,287	144	...	...	...	...	...	...
Medicine	2,449	2,394	971	...	...	...	243	210	94
Education	1,113	1,055	872	...	...	...	...	...	...
Engineering	1,417	1,311	920	...	...	...	...	...	...
Agriculture	927	824	847	...	...	...	...	...	...
Commerce	324	282	61	...	...	...	...	...	...
Forestry	80	78	80	...	...	...	...	...	...
Veterinary Science	464	410	3-4	...	...	...	...	...	...
TOTALS	27,191	23,960	9,873	63	60	62	339	302	140
School and Special Education.									
In High Schools	112,907	101,017	13,761	46,632	41,920	1,942	36,691	33,067	806
In Middle (English	16,092	14,514	1,431	63,095	51,066	2,720	25,674	22,670	696
Schools) Vernacular	6,938	5,794	835	646,680	528,065	32,000	15,690	13,125	419
In Primary Schools	129,345	97,877	586	3,311,666	2,501,680	1,140	568,543	488,946	99
TOTALS	265,282	219,142	16,613	4,068,068	3,123,351	38,402	646,598	507,828	2,020
In Art Schools	1,574	1,334	153	31	27	...	333	274	...
In Law	159	105	...	...	...	...	...	...	...
In Medical Schools	4,389	3,935	1,416	...	...	...	...	...	...
In Normal and Training Schools.	22,161	20,810	14,174	791	769	568	140	131	30
In Engineering Schools.*	1,959	1,532	943	...	...	...	...	...	...
In Technical and Industrial Schools.	10,569	7,452	1,446	979	819	106	313	232	31
In Commercial Schools	1,263	1,102	100	...	...	...	3	3	...
In Agricultural Schools.	370	324	291	14	14	...	36	30	...
In Reformatory Schools.	2,045	1,857	1,693	...	...	...	...	...	...
In Schools for Defectives.	24	22	20	...	...	...	32	22	29
In Schools for Adults	652	486	...	40,293	33,431	...	5,018	3,544	...
In Other Schools	6,906	5,809	1,683	938	679	113	445	312	...
TOTALS	52,071	44,568	21,958	43,046	35,739	807	6,315	4,548	90
Totals for Recognised Institutions.	344,544	287,670	48,444	4,111,202	3,159,150	39,271	658,252	512,678	2,250
In Unrecognised Institutions.	..	..	..	4,058	2,024	...	722	542	...
Grand Totals, all Institutions for Males.	344,544	287,670	48,444	4,115,260	3,161,774	39,271	658,974	513,220	2,250

(a) Scholars reading more than one of the following subjects

(b) Includes 388 scholars also reading Law, and 66 students of

(c) Includes 785 scholars in Oriental Colleges, and 342

*Includes Survey Schools,

Educational Institutions for Males.

Aided			Unaided.			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st.	Average daily attendance	No of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
47,398	40,977	16,472	11,279	9,685	2,718	77,566	67,133	24,892	1,183
3,650	3,536	851	2,089	1,671	552	7,426	6,494	1,547	14
1,070	1,105	540	..	..	..	3,702	3,709	1,605	151
132	115	94	..	..	..	1,215	1,170	966	30
714	628	489	..	..	..	2,131	1,939	1,409	..
...	...	...	18	16	18	945	840	865	1
1,027	856	382	415	324	..	1,766	1,464	443	3
22	22	..	..	..	..	102	100	80	..
...	..	..	..	..	..	464	410	384	..
54,613	47,241	18,628	13,901	11,696	3,288	95,497	80,259	32,191	1,882
504,148	431,704	40,493	149,885	117,611	6,143	850,283	725,339	63,085	13,183
248,153	203,189	12,247	71,994	55,964	1,539	425,095	347,373	18,693	7,388
121,842	120,015	11,565	824	683	150	791,974	668,222	45,589	52,004
3,716,614	3,043,832	12,194	304,604	239,425	1,743	8,030,772	6,321,769	15,763	740,084
4,590,757	3,801,690	76,439	527,307	413,683	9,575	10,093,037	8,065,694	143,049	812,559
395	299	..	61	33	..	2,396	1,967	183	63
...	...	...	...	...	...	159	105	...	...
776	719	94	1,212	1,066	284	6,577	5,720	1,794	124
2,687	2,305	1,263	97	94	52	25,576	23,609	16,112	184
77	68	..	182	165	..	2,218	2,065	943	...
10,792	8,493	2,913	690	554	...	23,343	17,550	4,496	374
2,292	1,945	67	3,652	2,824	6	7,210	5,874	182	238
114	95	23	..	..	..	534	463	314	...
522	515	522	...	...	...	2,567	2,372	2,215	...
982	762	732	...	...	...	1,038	896	781	168
41,363	31,748	30	14,122	11,010	..	101,443	80,279	30	536
104,649	86,321	1,691	29,818	22,999	448	142,756	116,120	3,995	1,611
164,649	133,270	7,340	49,836	38,745	790	315,917	256,870	30,985	3,313
4,509,419	3,982,201	102,607	590,944	464,124	13,653	10,509,361	8,405,823	206,225	817,28
3,056	2,406	...	530,092	355,849	278	537,928	360,921	278	36,077
4,812,475	3,984,607	102,607	1,121,036	819,473	13,931	11,047,289	8,766,744	206,508	853,861

should be entered under only one head.

Ravenshaw College in Bihar and Orissa reading Law only.

scholars in the Oriental departments of Lucknow and Benares Universities.

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION. (a)									
Arts and Science (b) . . .	327	465	296	...	...	...	...	...	...
Medicine . . . . .	...	...	...	...	...	...	...	...	...
Education	57	55	49	...	...	...	...	...	...
TOTALS	384	520	345	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	14,442	11,889	1,316	387	476	...	188	188	10
„ Middle English	3,467	2,679	183	110	87	...	1,722	1,337	...
„ Schools Vernacular	13,196	9,467	119	3,612	2,630	94	11,358	9,076	14
„ Primary Schools	27,454	19,667	13	288,836	212,566	...	175,947	125,011	...
TOTALS	58,559	43,702	1,581	292,975	215,689	94	188,316	135,612	24
In Medical Schools	148	145	128	...	...	...	...	...	...
„ Normal and Training Schools.	3,452	3,279	2,178	69	47	69	...	36	...
„ Technical and Industrial Schools.	412	359	7	...	...	...	...	...	...
„ Commercial Schools. . . . .	...	...	...	...	...	...	...	...	...
„ Agricultural Schools. . . . .	...	...	...	...	...	...	...	...	...
„ Schools for Adults . . . . .	...	...	...	...	...	...	...	...	...
„ Other Schools	713	572	...	30	40	12	...	...	...
TOTALS	4,755	4,355	2,313	187	168	81	37	36	...
TOTALS FOR RECOGNISED INSTITUTIONS	63,898	48,577	4,239	293,162	215,857	175	188,353	135,648	24
IN UNRECOGNISED INSTITUTIONS.	...	...	...	351	171	...	696	461	...
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	63,898	48,577	4,239	293,513	215,978	175	189,049	136,109	24
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	408,442	336,247	52,083	4,408,773	3,377,772	39,446	843,623	649,329	2,274

(a) Scholars reading more than one of the following subjects should be entered under only one head.
 (b) Includes not scholars in Oriental Colleges.

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in up-proved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in up-proved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in up-proved hostels.				
10	11	12	13	14	15	16	17	18	19
912	831	481	50	50	23	1,519	1,846	800	..
84	81	84	...	...	...	81	84	84	..
77	74	73	22	22	7	156	151	129	..
1,103	989	638	72	72	30	1,759	1,581	1,013	
75,698	48,121	13,036	1,882	1,530	358	72,597	62,074	14,720	6,125
34,477	29,112	3,596	2,121	1,783	692	11,897	34,998	6,421	5,051
35,601	29,935	3,065	651	451	111	64,449	51,559	4,303	3,265
614,337	491,472	8,078	87,588	67,824	1,170	1,193,312	918,540	9,261	41,970
740,163	598,640	30,675	92,242	71,578	2,331	1,372,255	1,065,171	(a)34,718	56,411
308	303	304	...	...	...	156	448	482	..
2,584	2,549	1,806	62	63	32	6,204	5,974	4,085	6
4,047	3,436	1,493	286	230	15	4,775	4,025	1,460	91
199	160	6	...	...	...	169	160	6	...
50	31	...	...	...	...	50	34	...	...
974	624	73	...	...	...	1,062	705	73	...
1,714	1,469	406	24	20	...	2,481	2,161	418	164(b)
9,876	8,575	4,033	572	313	47	15,227	13,447	6,474	261
751,142	608,204	35,346	92,686	71,963	2,408	1,389,241	1,080,199	(a)42,205	56,672
2,070	1,444	...	75,479	45,559	10	78,596	47,635	10	6,314
753,212	609,648	35,346	168,165	117,522	2,418	1,467,837	1,127,824	(a)42,215	62,486
5,565,687	4,594,255	137,953	1,289,201	936,995	16,349	12,515,126	9,894,578	(c)248,718	...

(a) Includes 13 boarders attending the Provincial Hostel, Peshawar (students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.

(b) Includes 19 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.

Expenditure on buildings includes Rs. 48,38,586 spent by the Public Works Department on educational buildings.

"Miscellaneous" includes the following main items:—
Scholarships, Hostel charges and other contingent charges.

	GOVERNMENT INSTITUTIONS.					DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.
	1	2	3	4	5	6	7	8	9	10	11	12
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities.	65,305											
Boards of Secondary Education.												
Intermediate Boards.												
Arts Colleges.	33,56,843		1,080	18,86,404	1,01,577	49,34,904					12,430	12,630
Professional Colleges—												
Law.	23,136			1,66,097	1,760	1,89,993						
Medicine.	18,45,156			1,14,558	3,648	23,14,077						
Education.	9,46,126	1,468	560	1,75,657	9,272	11,00,660			1,71,995	50,732		2,22,727
Engineering.	12,65,165			1,75,657	9,272	13,50,094						
Commerce.	7,68,622			61,339	8,32	8,26,993						
Community.	4,48,110			4,48,110	19,239	8,26,993						
Forestry.	1,46,811			4,48,110	19,239	8,26,993						
Veterinary Science.	4,47,726			36,984	1,008	2,42,719						
Intermediate Colleges.	11,11,894			4,57,918	9,462	15,70,264	2,500		15,463	7,972	526	24,481
TOTALS	1,00,40,757	1,468	1,640	31,67,739	3,66,961	1,36,88,606	2,500		1,81,478	98,704	13,156	2,50,838
SCHOOL EDUCATION.												
General.												
High Schools.	62,05,078	1,800	10,702	31,17,043	32,629	93,67,757	8,80,270	7,87,208	4,06,329	19,36,712	76,994	40,99,603
Middle Schools.												
Normal and Training.	7,14,237	6,600		2,76,587	2,083	9,90,557	7,01,032	5,80,463	2,49,085	9,41,084	43,090	26,40,694
Vernacular.	7,14,237			2,76,587	2,083	9,90,557	86,44,107	23,20,961	2,46,966	10,35,665	60,870	3,16,16,949
Primary Schools.	14,02,888	17,612	8,084	9,300	1,715	14,30,605	2,46,61,814	91,03,996	61,14,449	11,13,808	6,70,024	4,15,70,091
TOTALS	85,30,685	26,012	18,786	34,00,877	36,342	1,20,11,612	3,16,87,223	1,27,91,708	70,28,510	50,27,169	8,61,416	5,78,96,337
Special.												
Arts Schools.	3,51,415			33,975	444	3,85,834	1,550	6,847	975	116	2,131	11,038
Medical Schools.	12,40,666	950		9,678		9,678						
Normal and Training.	40,18,386	34,000	7,741	2,19,070	11,619	40,86,446	1,33,341	88,531	26,062	302	72	2,43,308
Engineering Schools.	6,35,037			6,736	6,736	7,83,478	56,778	85,905	22,822	6,093	17,044	1,32,942
Technical Schools.	20,66,651	14,300	300	28,820	98,688	22,09,609						
Industrial Schools.				6,744	1,073	7,75,113	10,400		218			238
Agri-cultural Schools.	1,05,696			1,170	2,177	1,33,853						
Reformatory Schools.	4,51,137			5,63	9,998	4,61,688						
Schools for Defectives.	6,374											
Other Schools.	7,38,313	2,312		1,00,682	232	7,76,547	77,021	59,894	5,175		156	8,175
TOTALS	97,46,412	52,812	8,011	5,99,177	8,204	8,49,481	3,10,556	2,84,057	1,09,118	70,042	84,295	8,02,058
GRAND TOTALS	2,83,19,794	80,292	28,467	71,76,843	5,68,674	2,01,73,470	3,23,00,279	1,30,26,765	78,17,415	51,66,916	9,89,369	5,87,58,233

* Include Survey Schools.

III.A.—Expenditure on Education for Males—*contd.*

	AIDED INSTITUTIONS.						UNGOVERNMENT UNAIDED INSTITUTIONS.					
	Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.		TOTALS.	
	13	14	15	16	17	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.												
University	60,43,504	..	..	43,34,129	15,76,020	1,19,52,053	..	..	..	..	..	..
Intermediate	21,25,73	..	..	29,532	..	54,203	..	..	..	..	..	..
Arts Colleges	17,41,142	19,975	2,3,411	33,79,946	12,46,994	64,13,568	4,26,801	1,45,981	10,72,782	..	..	..
Professional Colleges—												
Medicine	24,500	..	..	2,38,016	..	2,48,016	1,72,592	..	1,72,592	..	..	..
Education	..	..	..	1,16,216	..	1,40,746	..	..	..	..	..	..
Engineering	32,900	..	6,400	22,730	30,000	32,030	..	21,23	50,407	..	..	..
Commerce	74,740	..	..	27,785	25,896	1,56,081	22,802	..	2,392	..	..	..
Forestry	..	..	..	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..	..	..	..
Industrial Colleges	5,53,946	220	7,315	6,56,755	3,97,325	18,66,501	1,54,168	1,68,582	3,97,750	..	..	..
TOTALS	86,06,525	20,195	42,196	88,52,579	32,74,935	2,06,95,730	12,81,932	3,20,801	16,02,433	..	..	..
SCHOOL EDUCATION.												
High School—												
General	68,80,403	1,82,011	2,90,389	1,36,10,899	47,66,520	2,57,39,226	39,78,011	11,07,776	50,86,786	..	..	..
English	16,72,302	4,75,731	4,495	33,40,418	16,00,640	78,93,992	7,71,800	5,17,431	12,92,231	..	..	..
Vernacular	81,231	13,14,560	12,18,507	39,43,750	48,85,738	19,63,232	2,215	14,430	16,645	..	..	..
Primary School	80,73,427	50,30,306	..	..	..	..	3,01,777	4,85,776	9,47,553	..	..	..
TOTALS	1,67,14,096	70,68,241	20,08,292	2,08,73,119	1,14,43,317	5,81,12,634	51,16,803	21,25,412	72,42,215	..	..	..
Special.												
Arts Schools	21,780	480	5,000	5,019	20,819	52,898	286	1,709	1,942	..	..	..
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools	..	..	..	..	..	..	..	..	..	..	..	..
Engineering Schools	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Artistic	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	..	..	..	..	..	..	..	..	..	..	..	..
TOTALS	17,76,170	2,88,847	1,79,212	7,89,733	26,85,278	55,98,246	4,42,045	4,13,242	8,56,187	..	..	..
GRAND TOTALS	2,69,95,091	73,77,323	22,29,700	3,05,00,101	1,71,04,030	8,44,00,610	69,41,390	28,59,455	97,00,835	..	..	..

*Include Survey Schools.

III-A.—Expenditure on Education for Males—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,67,213	53	13,123	..	18	17,80,497
Inspection	81,66,937	3,99,048	2,31,382	..	24,596	88,50,613
Buildings, etc.	1,21,54,048	81,36,798	11,20,404	3,29,040	42,08,747	2,09,53,097
Miscellaneous	67,65,745	14,24,989	3,72,500	43,42,590	45,29,073	1,79,38,827
TOTALS	2,88,53,998	49,59,868	17,51,900	51,71,630	87,60,379	4,94,97,784
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	60,42,504	..	..	43,34,129	15,76,020	1,19,52,653
Board of Secondary and Intermediate Education	89,558	..	..	2,58,867	..	8,48,425
Arts Councils	51,10,788	10,975	29,531	56,92,201	15,83,379	1,24,35,874
Professional Colleges—						
Law	23,136	..	..	5,81,705	1,760	6,14,601
Medicine	18,89,571	..	1,71,995	5,91,216	35,648	26,78,450
Education	9,45,128	1,408	600	1,44,083	8,03	11,00,660
Engineering	12,08,063	..	6,400	1,95,877	1,28,277	16,81,129
Agriculture	7,58,523	..	..	68,508	21,560	8,48,593
Commerce	90,692	..	..	94,936	44,915	2,30,627
Forestry	1,95,811	..	..	45,001	1,908	2,42,719
Veterinary Science	4,47,726	..	..	36,064	..	4,84,600
Intermediate Colleges	16,82,934	220	25,328	18,15,783	5,58,081	35,78,196
TOTALS	1,85,74,439	21,663	2,37,814	1,38,60,704	59,55,986	8,61,46,606
SCHOOL EDUCATION.						
General.						
High Schools	1,39,67,321	9,81,472	7,08,923	2,23,51,670	59,82,988	4,42,92,371
Middle Schools—						
English	30,87,821	10,42,794	3,45,080	53,52,899	22,67,190	1,20,95,774
Vernacular	61,23,143	36,51,181	6,00,897	10,98,765	1,67,730	1,17,00,538
Primary Schools	8,40,44,129	1,42,10,914	73,41,200	53,28,653	60,49,251	6,60,74,147
TOTALS	5,72,22,414	1,98,86,361	90,55,897	3,44,31,997	1,44,66,169	13,50,62,828
Special.						
Art Schools	3,77,554	7,327	5,975	39,346	25,100	4,55,302
Law Schools . . . . .	..	..	..	9,678	..	9,678
Medical Schools	12,46,666	7,350	53,768	3,89,151	1,17,583	17,94,518
Normal and Training Schools	46,21,109	1,19,637	88,99	20,526	1,47,095	4,45,266
Engineering Schools	6,37,057	875	..	1,29,072	8,126	7,74,080
Technical and Industrial Schools	26,92,927	2,28,849	67,531	1,73,068	14,67,570	46,23,665
Commercial Schools	1,23,790	..	1,006	5,14,298	72,544	5,11,478
Agricultural Schools	1,43,476	..	1,527	1,170	4,493	1,51,396
Reformatory Schools	5,38,269	..	1,772	2,737	40,910	5,38,738
Schools for Delinquents	71,676	7,394	24,898	9,306	1,10,437	2,23,709
Schools for Adults	1,56,266	59,108	33,388	34,347	73,801	3,47,010
Other Schools	13,26,843	1,56,966	65,659	7,60,214	11,82,927	35,11,104
TOTALS	1,18,84,138	5,75,716	2,90,371	18,81,908	32,47,886	1,78,29,714
GRAND TOTALS	11,64,84,989	2,54,43,608	1,13,31,991	5,46,46,234	3,04,30,110	23,85,36,932

*Include Survey Schools.

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 5,23,813 spent by the Public Works Department on educational buildings.
 " Miscellaneous " includes the following main items :—
 Scholarships, Hostel charges and other Contingent charges.

	GOVERNMENT INSTITUTIONS.										DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.									
	Government funds.		Municipal funds.		Fees.		Other sources.		TOTALS.		Government funds.		Board funds.		Municipal funds.		Fees.		Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
UNIVERSITY AND INTERMEDIATE EDUCATION.																				
Arts College	2,14,819	..	..	33,931	567	2,48,617	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges—																				
Medicine	58,180	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Education	25,780	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTALS	2,76,789	..	..	37,339	3,771	3,17,879	..	..	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EDUCATION.																				
General.																				
High Schools	9,05,492	..	8,808	1,65,681	7,143	10,85,124	10,360	7,706	10,542	2,712	1,735	32,075	..	..	..	..	..	..	..	..
Middle Schools—																				
Arts	1,79,000	..	..	19,148	707	1,98,074	18,177	8,004	54,402	9,613	783	85,839	..	..	..	..	..	..	..	..
Vocational	3,77,192	..	..	1,04,327	..	2,1,174	61,830	37,035	1,42,138	2,742	106	2,80,790	..	..	..	..	..	..	..	..
Primary Schools	4,11,742	2,351	2,06	1,662	1,745	4,20,006	38,80,746	10,35,905	23,86,507	13,002	51,255	66,97,415	..	..	..	..	..	..	..	..
TOTALS	17,43,575	2,351	11,414	1,85,443	9,595	19,53,373	34,71,063	10,70,550	26,43,389	29,119	59,348	72,66,669	..	..	..	..	..	..	..	..
Special.																				
Medical Schools	1,08,416	..	..	538	..	1,09,008	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Normal and Training Schools	10,00,514	2,130	2,404	1,313	3,065	10,10,556	2,432	11,284	9,056	..	1,624	24,651	..	..	..	..	..	..	..	..
Technical and Industrial Schools	50,970	..	..	..	..	50,970	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Adult Schools	15,313	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTALS	11,75,273	2,130	2,404	1,939	3,030	18,407	2,850	3,268	9,056	..	1,973	28,396	..	..	..	..	..	..	..	..
GRAND TOTALS FOR FEMALES.	31,95,637	4,481	14,018	2,24,721	20,341	34,59,198	34,73,913	10,85,082	26,52,645	28,124	56,321	72,95,095	..	..	..	..	..	..	..	..
GRAND TOTALS FOR MALES.	2,83,19,794	80,392	28,467	71,76,843	5,63,074	3,61,73,470	3,25,00,279	1,30,25,765	73,17,415	61,56,915	9,59,860	5,87,58,238	..	..	..	..	..	..	..	..
GRAND TOTALS FOR ALL.	3,15,15,431	84,772	42,485	74,01,564	5,88,415	3,96,32,668	3,57,74,192	1,41,10,817	99,70,060	51,54,039	10,14,180	6,60,53,288	..	..	..	..	..	..	..	..

III-B.—Expenditure on Education for Females—contd.

	AIDED INSTITUTIONS.				RECOGNISED UNAIDED INSTITUTIONS.			
	Government funds.		Municipal funds.		Fees.		Other sources.	
	13	14	15	16	17	18	19	20
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	TOTALS.	TOTALS.	TOTALS.	TOTALS.	TOTALS.	TOTALS.	TOTALS.	TOTALS.
UNIVERSITY AND INTERMEDIATE EDUCATION.								
Arts Colleges	61,475	33,682	60,996	1,66,412	9,850	1,000
Professional Colleges—	1,80,250	25,503	..	2,11,769	..	10,860
Education	33,980	5,715	16,497	68,202	..	4,848
Intermediate Colleges	94,782	..	1,961	37,786	47,887	1,82,466
TOTALS	3,51,707	..	1,961	1,02,592	1,32,870	6,18,829	10,354	5,848
TOTALS								
16,202								
5,848								
10,354								
6,18,829								
1,32,870								
4,03,575								
7,20,111								
6,47,730								
29,13,888								
41,69,488								
1,31,74,812								
64,766								
2,81,360								
3,46,116								
75,848								
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1,03,842								
3,46,116								

III-B.—Expenditure on Education for Females—*cond.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,73,590	9,328	55,226	..	4,918	9,46,032
Buildings, etc.	14,96,150	1,69,272	1,46,480	65,151	12,80,103	31,09,156
Miscellaneous	1,70,078	63,247	75,668	20,64,814	17,72,461	52,46,058
TOTALS	36,39,788	2,41,847	2,82,374	21,29,765	30,07,472	98,01,246
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,79,254	..	..	76,663	6,962	4,25,879
Professional Colleges—					9	
Medicine	1,86,250	..	..	25,509	..	2,11,759
Education	75,180	..	..	6,846	23,529	1,05,555
Intermediate Colleges	1,18,502	..	1,961	41,267	47,987	2,09,717
TOTALS	6,59,186	..	1,961	1,50,285	1,41,478	8,52,910
SCHOOL EDUCATION.						
General.						
High Schools	28,74,360	14,838	1,12,235	22,37,178	14,22,057	66,60,677
Middle Schools—						
English	10,12,078	15,029	1,28,292	5,47,817	8,51,204	25,54,420
Vernacular	5,23,517	1,04,889	3,10,459	37,439	3,60,803	13,31,807
Primary Schools	55,93,249	16,56,256	27,51,767	3,89,762	18,90,217	1,21,93,271
TOTALS	9,18,213	17,93,012	33,02,753	32,12,210	45,13,781	2,27,39,075
Special.						
Medical Schools	2,03,622	12,215	6,457	43,151	1,08,602	3,68,047
Normal and Training Schools	14,26,768	13,364	16,968	29,871	2,51,279	17,38,050
Technical and Industrial Schools	1,37,182	542	10,531	13,798	2,86,295	4,48,843
Commercial Schools	9,769	..	..	16,399	2,954	29,122
Agricultural Schools	880	..	..	..	..	360
Schools for Adults	11,426	..	400	4,850	23,140	89,816
Other schools	46,741	4,627	2,950	15,005	57,895	1,27,218
TOTALS	19,35,868	30,748	37,806	1,22,868	7,24,165	27,50,965
GRAND TOTALS FOR FEMALES	1,60,53,055	20,65,607	86,24,394	56,15,134	88,86,866	3,57,45,086
GRAND TOTALS FOR MALES	11,04,84,984	2,54,43,608	1,13,31,991	5,46,46,234	3,04,90,110	23,56,36,923
GRAND TOTALS FOR ALL	13,25,38,044	2,75,09,215	1,49,56,385	6,04,61,368	8,98,17,006	27,42,82,018

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION	162,740	1,425,266	53,932,215	31,116,449	5,672,897	46,631	1,345,875	3,254,238	126,956,311 [†]
<i>School Education.</i>									
<i>Classes</i>									
Primary . . . I	6,362	95,746	2,728,254	1,207,978	136,876	1,174	46,402	71,273	4,294,065
II	2,514	38,072	1,046,009	427,362	41,123	780	32,301	23,706	1,611,867
III	2,717	28,949	795,541	277,918	29,803	790	17,044	17,387	1,170,149
IV	2,407	23,688	566,958	156,660	19,696	825	13,655	10,664	793,954
V	2,165	13,651	339,594	91,326	9,886	789	9,404	3,762	470,577
† Middle . . . VI	2,203	9,570	228,201	59,468	8,739	922	7,272	2,253	318,679
VII	2,071	7,682	179,457	43,505	9,577	903	6,138	1,548	250,681
VIII	1,522	5,838	124,006	30,619	1,856	803	5,272	826	170,737
† High . . . IX	572	3,353	81,227	16,415	1,571	838	3,513	681	108,750
X	784	2,564	66,272	12,857	1,599	690	2,607	478	87,851
.	306	1,922	49,032	6,818	135	640	42	184	59,079
.	99	195	9,696	1,236	..	673	22	54	11,885
TOTALS	23,962	230,605	6,214,157	2,332,222	261,212	9,828	148,672	132,816	9,345,474 (a)
<i>University and Inter- mediate Education.</i>									
Intermediate 1st year	137	628	16,048	2,511	225	297	666	134	20,649
2nd year	185	578	15,917	2,623	329	174	627	136	29,549
Degree classes 1st year	48	345	8,039	1,432	97	82	216	16	10,305
2nd year	49	415	9,971	1,843	150	77	215	75	12,695
3rd year	2	16	309	(b)78	..	..	7	2	(b)414
Post-graduate 1st year	3	46	1,915	302	3	16	85	10	2,330
2nd year	1	19	1,196	229	1	9	35	6	1,496
Research Students	..	..	102	8	..	2	8	..	150
TOTALS	375	2,047	53,427	9,029	805	657	1,809	409	(c) & (d) 69,498
No. of scholars in recognised institutions.	24,337	232,652	6,267,584	2,341,251	262,017	10,485	145,461	133,225	9,417,972
No. of scholars in unrecognised institutions.	12	4,386	110,414	165,922	185,866	112	5,582	5,871	508,165
GRAND TOTALS	24,349	237,038	6,407,998	2,507,173	447,883	10,597	151,043	139,096	9,926,137

* See explanation No. 9 on page 56.

† Lines differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

‡ Excludes 21,453, 63,724 and 1,816 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad and Baroda States respectively.

(a) Excludes 50 boys reading classics and one pupil of St. Edmund's College in Assam.

(b) Includes 4 students in the 4th year class in North-West Frontier Province.

(c) Includes 816 Hindus and 124 Muhammadans in U. P. not shown in details.

(d) Excludes 154 scholars of one Oriental College in the Punjab and 66 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 4,885 and 1,801 scholars reading in school stages in colleges in the United Provinces and in the Punjab respectively, and includes one pupil of St. Edmund's College in Assam.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.*	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.†	Total.
	1	2	3	4	5	6	7	8	9
TOTAL POPULATION.	96,166	1,874,099	80,246,285	23,370,092	5,815,596	42,777	1,020,867	3,243,244	120,209,096†
<i>School Education</i>									
<i>Classes.</i>									
Primary I	6,899	70,457	788,295	368,359	108,106	1,886	12,407	12,002	1,367,771
II	2,494	20,353	200,417	70,825	38,454	849	3,893	2,986	340,221
III	2,628	15,782	124,870	34,833	13,791	1,021	2,463	1,933	197,321
IV	2,516	11,848	67,529	12,772	7,478	925	1,707	890	105,665
V	2,260	7,871	32,643	4,918	2,316	722	1,064	432	52,246
Middle: VI	2,121	5,851	13,738	1,615	1,818	792	339	231	20,505
VII	1,699	4,784	8,264	938	1,894	641	214	134	18,479
VIII	1,215	3,051	3,970	427	266	470	179	97	9,675
High: IX	611	1,242	1,864	203	202	425	78	59	4,704
X	583	879	1,358	100	151	311	28	46	3,456
.	210	565	959	33	3	241	1	26	2,038
.	13	97	370	8	...	248	2	17	755
TOTALS	23,210	142,730	1,244,207	495,031	174,479	7,981	22,395	18,808	2,128,836 (a)
<i>University and Intermediate Education.</i>									
Intermediate 1st year classes.	48	186	430	28	23	60	9	21	805
2nd year	51	167	317	20	25	30	8	16	634
Degree 1st year classes.	28	112	177	10	8	29	2	11	377
2nd year	25	105	143	3	9	33	...	6	324
3rd year	...	2	11	...	...	...	...	...	18
Post-graduate 1st year classes	2	15	52	...	3	2	...	...	74
2nd year	...	5	21	...	...	3	1	...	30
Research students	...	1	...	...	...	...	...	...	1
TOTALS	154	593	1,151	61	68	157	20	54	2,258 (b)
No. of scholars in recognised institutions	23,364	143,323	1,245,358	495,092	174,547	8,138	22,415	18,857	2,131,094
No. of scholars in unrecognised institutions.	...	2,105	24,332	74,066	3,414	118	3,406	898	108,339
GRAND TOTALS	23,364	145,428	1,269,690	569,178	177,961	8,256	25,821	19,755	2,239,433

* See explanation No. 9 on page 56

† Excludes 21,640, 55,815 and 1,118 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad and Bureda States, respectively.

‡ Lives differentiating the stages of instruction cannot be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin.

(a) Excludes 41 girls reading classes in Assam.

(b) Excludes 96 and 348 scholars reading in School stages in colleges in the United Provinces and Bangalore respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.*	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total.
	1	2	3	4	5	6	7	8	9
<i>School Education.</i>									
Art Schools . . .	4	102	1,867	279	32	26	17	6	2,333
Law Schools . . .	...	.	144	15	...	..	.	...	159
Medical Schools . .	34	168	4,916	962	36	...	124	13	6,253
Normal and Training Schools	4	2,478	15,991	5,206	1,316	...	521	180	25,696
Engineering and Surveying Schools.	37	56	1,754	148	127	18	69	9	2,218
Technical and Indus- trial Schools	468	2,804	12,055	6,447	97	164	545	460	23,060
Commercial Schools .	100	498	5,126	546	297	284	95	31	6,977
Agricultural Schools .	.	89	373	70	1	...	.	1	534
Reformatory Schools	6	116	1,547	809	73	2	5	9	2,567
Schools for Defectives	25	199	538	50	10	11	1	5	869
Schools for Adults . .	..	534	43,541	50,220	510	6	5,419	627	100,907
Other schools . . .	6	352	42,069	88,229	12,129	96	353	383	143,617(a)
TOTALS .	704	7,446	129,921	153,013	14,628	607	7,149	1,724	315,192
<i>University and Inter- mediate Education.</i>									
Law . . .	6	118	5,834	1,277	65	59	86	33	7,478(b)
Medicine . . .	50	194	2,791	416	28	38	67	5	3,611
Education . . .	31	50	760	316	4	1	48	5	1,215
Engineering . . .	34	50	1,583	156	21	23	67	26	1,960(c)
Agriculture . . .	3	11	632	169	23	6	85	10	944
Commerce . . .	1	33	1,556	90	4	52	16	11	1,763
Forestry . . .	7	6	52	27	8	..	2	...	102
Veterinary Science .	...	25	298	101	1	...	39	...	464
TOTALS .	132	487	13,506	2,554	159	179	430	90	17,537
GRAND TOTALS .	836	7,933	143,427	155,567	14,787	786	7,579	1,814	332,729

* See explanation No. 9 on page 56

(a) Includes 2,827 pupils of 141 Sanskrit Tols (in Assam), the expenditure incurred on which was Rs. 22,500 from Government Funds. These statistics are omitted from General Summaries and other Tables.

(b) Includes 66 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in table II-A) reading Law only.

(c) Excludes 171 students not reading the University Course in Bihar and Orissa.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians	Indian Christians.	Hindus*	Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total
	1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION.									
Medical Schools	20	319	169	30	6	1	23	12	580
Normal and Training Schools	256	2,766	2,050	525	599	29	134	23	6,382
Technical and Industrial Schools	96	2,501	2,082	174	62	2	34	107	5,058
Commercial Schools	338	34	7	..	22	20	...	11	432
Agricultural Schools		46			..		...	4	50
Schools for Adults . . . . .	...	13	1,237	201	18	73	56	...	1,586
Other Schools	53	480	2,074	642	545	102	37	246	4,179
TOTALS	763	6,159	7,619	1,572	1,252	227	264	403	16,279
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Medicine	41	47	109	7	1	18	9	8	235
Education	85	48	37	1	1	3	1	10	186
Law	2	4	6		...	2	...	...	14
Agriculture . . . . .	...		1		...		...	...	1
Commerce . . . . .	...	1	...	...	...	2	...	...	3
TOTALS	128	100	153	8	2	25	10	13	439
GRAND TOTALS	891	6,259	7,772	1,580	1,254	252	274	416	16,718

* See explanation No. 9 on page 56.

VI-A.—Men Teachers.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric or School Final	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
<hr/>												
Primary Schools.												
Government	1	188	1,469	1,739	37	3	1	271	863	8,434	1,158	4,592
Local Board and Municipal.	11	2,026	50,087	39,739	490	110	66	6,260	38,425	92,353	44,881	137,234
Aided	45	1,861	27,131	18,624	888	51	124	27,806	81,569	48,549	100,050	157,590
Unaided	1	48	1,035	549	12	1	4	3,047	9,769	1,645	12,821	14,463
TOTALS	58	4,123	79,722	60,651	1,427	165	215	36,884	130,646	145,981	167,910	313,891
<hr/>												
Middle Schools.												
Government	61	418	382	13	5	11	22	61	106	879	200	1,079
Local Board and Municipal.	301	1,606	18,660	822	306	35	164	692	5,363	21,695	6,254	27,949
Aided	217	1,212	4,008	1,331	295	171	451	4,065	5,085	7,063	9,762	16,825
Unaided	49	160	860	53	5	38	125	1,004	1,928	1,127	3,093	4,220
TOTALS	628	3,396	23,910	2,219	611	255	762	5,812	12,480	30,764	19,309	50,073
<hr/>												
High Schools.												
Government	2,237	1,254	865	56	154	130	354	300	720	4,566	1,513	6,079
Local Board and Municipal.	1,681	1,357	358	64	399	119	205	169	645	3,269	1,128	4,387
Aided	3,256	3,261	2,324	409	625	1,966	3,026	3,177	5,838	9,895	14,027	23,922
Unaided	197	198	474	23	5	1,361	1,164	1,579	2,566	897	6,669	7,566
TOTALS	6,771	6,090	4,021	552	1,183	3,605	4,749	5,215	9,768	18,617	23,337	41,954
<hr/>												
GRAND TOTALS	7,467	13,609	107,653	63,422	3,221	4,025	5,726	47,911	152,894	195,862	210,556	406,918

VI-B.—Women Teachers.

—	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government . . .	...	78	330	268	1	...	...	25	412	675	437	1,112
Local Board and Municipal.	...	173	2,477	4,246	115	1	8	352	4,734	7,011	5,095	12,106
Aided . . .	20	461	3,449	2,570	374	9	37	2,076	7,598	6,874	10,020	16,894
Unaided . . .	2	7	81	70	2	...	4	219	766	162	969	1,151
TOTALS . . .	22	717	6,337	7,154	492	10	49	2,672	13,810	14,722	16,541	31,263
Middle Schools.												
Government . . .	25	88	290	73	3	4	11	10	238	479	263	742
Local Board and Municipal.	5	34	263	140	20	1	8	25	249	462	283	745
Aided . . .	69	632	1,263	690	191	25	58	272	1,199	2,845	1,554	4,399
Unaided . . .	2	8	44	6	2	...	1	19	77	62	97	159
TOTALS . . .	101	762	1,860	909	216	30	78	326	1,763	3,848	2,197	6,045
High Schools.												
Government . . .	89	239	173	11	30	14	54	13	81	542	162	704
Local Board and Municipal.	5	11	14	21	5	...	...	2	3	56	5	61
Aided . . .	342	1,095	476	178	47	96	182	172	666	2,138	1,116	3,254
Unaided . . .	6	10	5	3	...	...	8	5	27	24	40	64
TOTALS . . .	442	1,355	668	213	82	110	244	192	777	2,760	1,223	4,083
GRAND TOTALS	565	2,894	8,865	8,276	780	150	371	3,190	16,350	21,380	20,061	41,391

VII.—European Education.

Total European and Anglo-Indian population		Male	Female	Percentage to European and Anglo-Indian population of those at school.		Males	Females	Total.
		162,740	96,168			18.45	28.84	22.31
		Total	258,906					

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.	TEACHERS.		EXPENDITURE FROM				
					Trained.	Untrained.	Govt. funds.	Local funds.*	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.											
							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	6	177		15	47	11	1,30,095		1,89,017	61,362	3,30,474
Training Colleges	1	28					22,399				22,399
High Schools	75	18,719	908	4,194	702	349	11,97,558	16,911	14,23,637	7,08,477	33,41,563
Middle Schools	84	4,206	1,818	837	152	87	1,64,736	200	1,24,914	1,30,621	4,22,471
Primary Schools	44	2,820	910	342	122	51	80,137	2,138	69,017	1,02,124	2,53,416
Training Schools							1,589				1,539
Technical and Industrial Schools	2	209		43	7		13,680		4,558	12,445	30,683
Commercial Schools											
Other schools	1	20	9		2	1	9,373				9,373
TOTALS	163	26,179	3,140	5,431	1,032	499	16,21,517	19,249	17,61,143	10,10,029	44,11,993
Institutions for Females.											
Arts Colleges	1	359		100	18	6	9,387		11,871	9,618	30,876
Training Colleges	2	55		2	8	2	43,165		5,045	5,236	53,466
High Schools	104	19,008	3,388	3,937	945	403	11,57,644	31,077	11,28,743	4,98,654	28,11,118
Middle Schools	63	7,258	1,979	1,483	326	145	3,01,357	16,593	2,47,956	2,31,873	7,97,779
Primary Schools	73	4,497	1,624	1,110	147	122	1,20,728	4,951	1,26,400	1,66,382	4,18,461
Training Schools	10	206		22	39	4	64,966		16,100	16,569	97,665
Technical and Industrial Schools	1	92		23	2	3	700			1,659	2,359
Commercial Schools											
Other schools	5	96		3	7	4	8,449		11,067	2,639	22,175
	1	19			1	1	6,730			3,030	9,769
TOTALS	260	31,590	5,991	6,680	1,493	690	17,13,176	52,621	15,47,202	9,30,660	42,43,659
GRAND TOTALS FOR INSTITUTIONS	423	57,769		12,111	2,525	1,189	33,34,693	71,870	33,08,345	19,40,689	86,55,597
Expenditure on buildings includes Rs. 64,117 spent by the Public Works Department.							Inspection	1,32,786			1,32,786
							Buildings, etc.	5,67,924	98,098	9,66,583	16,32,605
"Miscellaneous" includes the following main items:—							Miscellaneous	10,51,379	3,180	27,11,474	56,46,462
							TOTALS	17,52,069	3,180	28,09,572	74,13,853
Scholarships, hostel charges and other contingent charges.							GRAND TOTALS	50,86,782	75,050	61,17,917	1,60,69,450

* Include both District Board and Municipal Funds.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total	Public.*	Private.	Total.	Public.*	Private.	Total
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt.	1	..	1	1	..	1	..	..	..	..	..	..
Ph. D.	..	10	10	..	3	3	..	..	..	..	..	..
D. Sc.	..	3	3	..	1	1	..	..	..	..	..	..
M. A.	1,222	493	1,715	824	280	1,104	38	27	65	28	12	40
M. Sc.	455	49	504	337	17	354	6	..	6	4	..	4
B. A. (Honours)	1,538	58	1,616	1,109	56	1,165	79	6	85	75	2	77
B. Sc. (Honours)	253	29	282	157	18	170	..	1	1	..	1	1
B. A. (Pass)	8,601	5,036	13,637	3,924	1,662	5,586	162	139	301	115	79	194
B. Sc. (Pass)	1,934	264	2,198	1,015	121	1,136	17	..	17	11	..	11
<i>Law</i>												
Master of Law	..	30	30	..	7	7	..	..	..	..	..	..
Bachelor of Law	5,060	795	5,855	2,885	302	3,187	10	1	11	7	1	8
<i>Medicine.</i>												
M. D.	25	15	40	3	8	11	1	..	1	1	..	1
M. B. B. S.	1,089	..	1,089	417	..	417	47	..	47	24	..	24
L. M. S.	81	..	81	10	..	10	4	..	4	..	..	..
M. C. P. & S.	5	..	5	2	..	2	..	..	..	..	..	..
(Bombay)												
M. S. F. M. (Calcutta).	26	..	26	12	..	12	..	..	..	..	..	..
M. S.	18	5	18	5	1	6	..	..	..	..	..	..
M. Obstetrics	..	9	9	2	..	2	..	..	..	..	..	..
B. Hyg.	9	..	9	2	..	2	..	..	..	..	..	..
D. P. H.	36	1	37	27	1	28	..	..	..	..	..	..
D. O.	..	13	13	..	9	9	..	..	..	..	..	..
B. Sc. (Sanitary)	24	11	35	22	8	30	..	..	..	..	..	..
D. T. M. (Calcutta).	8	..	8	2	..	2	..	1	1	..	..	..
<i>Engineering.†</i>												
Master of C. E.	1	..	1	..	..	..	..	..	..	..	..	..
Bachelor of C. E.	241	..	241	165	..	165	..	..	..	..	..	..
Bachelor of M. E.	95	..	95	78	..	78	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	2	..	2	1	..	1	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T., & L. T.	779	142	921	642	96	738	99	23	122	88	14	102
<i>Commerce.</i>												
Master of Commerce.	13	9	22	11	6	17	..	..	..	..	..	..
Bachelor of Commerce.	389	100	489	252	47	299	1	..	1	1	..	1
<i>Agriculture.</i>												
Master of Agriculture.	9	4	13	5	1	6	..	..	..	..	..	..
Bachelor of Agriculture.	190	..	190	136	..	136	1	..	1	1	..	1

* i.e., appearing from a recognised institution.

† Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINERS.			NUMBER PASSED.			NUMBER OF EXAMINERS.			NUMBER PASSED.		
	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.	Public*.	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE EXAMINATIONS												
Intermediate in Arts †	11,260	1,996	13,256	5,406	742	6,148	400	152	552	247	80	327
Intermediate in Science §	13,600	5,301	18,901	5,512	1,620	7,132	304	206	510	176	80	256
Licentiate of Civil Engineering	89	...	89	59	...	59	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching	1,917	106	2,023	1,367	65	1,432	373	10	383	299	8	307
Intermediate or Diploma in Commerce	812	23	835	534	9	543	1	...	1	1	...	1
Licentiate of Agriculture	194	..	194	163	...	163	...	...	...	...	...	..
Veterinary Examinations.	212	...	242	163	...	168	...	...	...	...	...	...
SCHOOL EXAMINATIONS.												
(a) On completion of High School course												
Matriculation	31,735	3,004	37,729	20,809	1,084	21,893	459	385	844	357	193	550
School Final, etc	8,054	7,127	15,181	25,415	4,315	29,730	1,312	135	1,447	845	69	914
European High School ‖	236	2	238	178	1	177	234	3	237	173	2	175
Cambridge School certificate	519	192	711	396	30	336	312	19	331	263	6	269
(b) On completion of Middle School course												
Cambridge Junior	658	7	665	433	..	436	472	2	474	308	2	310
European Middle	753	136	919	417	76	493	549	2	551	346	2	348
Anglo-Vernacular Middle.	78,525	1,937	79,562	57,938	263	58,171	4,092	116	4,208	2,710	35	2,745
Vernacular Middle	62,886	10,387	73,273	39,784	3,928	43,712	5,598	1,364	6,962	3,312	680	3,992
(c) On completion of Primary course.												
Upper Primary	250,399	2,162	252,561	189,339	411	189,750	16,027	152	16,224	11,351	57	11,408
Lower Primary	526,808	445	527,253	397,942	389	398,331	64,116	78	64,194	47,677	67	47,944
(d) On completion of Vocational courses												
For teacher's certification—												
{ Vernacular, Higher.	6,326	1,076	7,402	4,628	431	5,049	1,767	84	1,851	1,147	56	1,203
{ Vernacular, Lower.	11,672	2,414	14,286	9,106	1,030	10,136	1,083	68	1,151	679	34	713
At Art Schools	1,452	28	1,480	784	18	772	15	2	17	14	...	14
At Law Schools	37	...	37	37	...	37	...	...	...	...	...	...
At Medical Schools	1,636	287	1,923	881	195	1,076	179	16	195	138	11	149
At Engineering School†.	558	701	1,259	424	300	724	...	...	...	...	...	...
At Technical and Industrial Schools	2,969	1,518	4,482	2,446	914	3,390	483	371	854	318	238	451
At Commercial Schools	2,159	5,556	7,715	942	1,692	2,634	45	53	98	35	12	47
At Agricultural Schools.	283	...	283	252	...	252	...	...	...	...	...	...
At other Schools.	6,327	274	6,601	3,788	144	3,932	16	...	16	14	...	14

* i.e., appearing from a recognised institution. † Include Survey Schools. ‡ Includes figures for Intermediate in Science in Burma.

§ Includes figures for Madras which relate to Intermediate Arts and Science. || Includes figures for Cambridge High School in U P.

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 Coverston (1906). (*Out of print*)
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